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HIGH SPOTS

IN

NEW YORK SCHOOLS

BY

WILLIAM H. ALLEN

AND

L. P. BENEZET, HELEN E. PURCELL CLAUDE N. HITCHCOCK



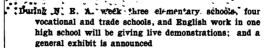
New York
INSTITUTE FOR PUBLIC SERVICE
N. E. A. Week, July, 1916

70 175' 16 N33a

- Who collected high spots? Supt. L. P. Benezet of La Crosse, Wis.; staff members of the Institute for Public Service; volunteers, Sadie L. Peller (dramatization) Edith R. Rockwood, Mrs. Emma Garrett Boyd, Frances Parrott, Alice Knight, Alice Florer
- Who demonstrated high spots? School officers whose extensive and hearty cooperation is gratefully acknowledged; teachers, supervisors, principals, district-associate-acting superintendents, business officers, local board members, and commissioners
- When did study start? March 28, 1916—over 100 schools, about 3,000 teachers visited
- Why the brevity? A pocket-size book seemed best at least for the N. E. A. audience. If response justifies the high spots will be increased, elaborated, indexed
- Are there serious omissions?

This list will doubtless suggest many. Will readers call attention to omissions or errors and send question, criticism or suggestion to William H. Allen, 51 Chambers Street, New York City?

241481



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FOREWORD

- The school of tomorrow has been at work in Greater New York for more yesterdays, in more forms, and at more places than the public has realized
- Because school taxes—politics—salaries—pensions—machinery—bigness and overcrowding have in public discussion obscured school service, we have been taking it for granted that school soul was as dwarfed in reality as in advertising
- New York's very progressiveness in making unparalleled experiments with vocational and prevocational training is being turned against her schools and teachers
- Shall our guests show us how to deplore what we have? Or shall they and we build for tomorrow by universalizing the best and broadest which we have and are today?
- High Spots in New York Schools was prepared in the hope that guests and homefolks alike would enjoy seeing how much of tomorrow is in New York's schools today. Perhaps teach-

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FLAG DAY, 1916; ELEMENTARY SCHOOL

Teaching Patriotism

Probably nowhere else in the world is there more conscious effort to teach patriotism at school or more indirect teaching of patriotism through politics, party organizations and campaigns, newspapers, labor unions, industrial competition, etc than in New York City

The fact and the rights of "belonging" are emphasized in assemblies, class exercises, flag salutes, through national airs for singing and marching, holiday speeches, etc

The duties of patriotism are emphasized in civics and current events courses by visits to "city fathers"; by addresses of public officers explaining citizen relation to the fire and health departments, etc; by moving picture reels showing how fire, disease and disaster are prevented or dealt with; by visitation of school by Grand Army Posts to make pupils realize what patriotism may cost

'Cívics: Facts, Duties, Principles

Pupil-made play: given in assembly to illustrate why streets and schools should be kept clean, free from waste paper, etc

Join the Civic League: play acted by 6, written by 8 grade

Synopsis: Mr. Brown, Mrs. Brown, Grandma Brown, Willie Brown, Johnny Brown, Willie the model son; Johnny the incorrigible who recuses to join the Civic League or even to keep himself clean

Johnny: "It's no use, Ma, I simply was not born to be clean"
Grandmother begs leave to try her hand, and by appearing to him
at night in ghostly garb in the role of "Spirit of Cleanliness"
terrifies him into repentance. Next morning he astonishes the
family by appearing at breakfast in clean clothes, face washed,
etc and by announcing that he is going to join the school Civic
League, whose object is to promote the cleanliness and health
of the school and the neighborhood generally



Complaint bureau: conducted by pupils

Elements of economics and sociology: taught effectively in upper grades, via current events

Current events classes: frequently organized with pupil officers, teachers acting as referees, "switchmen" and train despatchers

Self-government: in many forms in high and elementary schools—over 200—is proved an effective means for training in citizenship Encouragement of initiative: boy with good idea for school service encouraged to present it; if idea is practical he is given assistance and set to work to put it into operation

Close-to-life problems in assembly: principal read from health bulletin, telling how many thousand pounds of decayed meat had been condemned, how dealers had been fined for mixing water with milk and bakers prosecuted for using rotten eggs in cake

"Now," said the principal, "Why should anyone mix water with milk?" (pointing to a pupil)

Ans: "To make more milk"

Prin: "What for?" (pointing to another pupil)

Ans: "To sell"

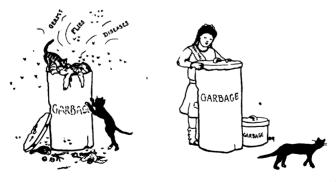
Prin: "But why the water?"

Ans: "Water doesn't cost anything, so there is more profit"

Prin: "What is behind this food adulteration, then?"

Chorus: "Profit"

Prin: "What do you think of a man who makes profit in this fashion, and what can we do about it?"



BEFORE

AFTER

How Principals and Teachers Help One Another

- New teachers: trade school; before beginning work visit classes for two weeks or more until imbued with spirit and organization of school
- Visits to other schools: required of teachers by principal; report on advance steps to entire faculty
- Visits within the school: permitted by program; inspiration for best and poorest teachers
- Passing on the best: successful devices and experiments explained at faculty meetings
- Equalization of work: programs give practically same load to each teacher, standardized on basis of energy expended
- Keeping out of a rut: rotation of teachers instead of permanent placement in one grade
- Written reports: to heads of departments required
- Democracy in government: matters of school policy or direction discussed and voted upon in general faculty meeting
- Teachers' council: meets without principal once each month; formulates recommendations to principal
- Administrative board: elected by teachers from various departments; administrative matters referred to this board for recommendation
- Preparation of teacher for new class: teacher visits class which will come to her after promotion; studies personalities, learns names of children, etc
- Class teaching in public: teachers take turns in conducting a class in presence of all other teachers
- Detailed courses of study: worked out by principal in conjunction with teachers
- Department heads: make written report to principal each month on efficiency of teachers based upon class visits

Personality surveys by teachers and principal

April 11, 1916

I distributed the personality blanks among the 42 teachers in this school, suggesting that it would be profitable to indulge in a bit of introspection in accordance with Socrates' "Know thyself." Within the past week, more than half of the teachers did so. A few came to me with their own auto-ratings and asked me to agree or disagree; I did so in all frankness, to the great joy or disappointment of the parties involved

The teachers who rated their own cards told me that in sheer honesty they had to confess that in several instances they belonged to the third and fourth columns; the effect, they thought, was salutary

I would welcome a periodical overhauling of this kind

......Principal

By the way, I rated myself, with the assistance of my associate

Sample of points considered in personality blanks

Personality (check grade for each point so far as observed)

Enthusiastic: very.....lacking...... Sympathetic: very..... moderately..little..... harsh...... always....fairly......not very....irritable..... Even tempered: Tactful: very..... fairly.....not very.... blundering.... Adaptable: very.....moderately. not very....inflexible..... Sense of humor: much.... moderate... little..... unduly serious Resourceful: very.....dependent.... very.....indolent..... Industrious:

٦

Training Schools for Teachers

Observation: accompanies study of every subject

Concentration: certain classes not permitted to take notes during problem development; at close required to organize material

Introspection: psychology correlated with student's mental processes

Management of lantern: taught every one in training City teachers: exceptional ability used for observation Model lessons: typewritten and distributed to other

teachers

Scrapbooks: all subjects, prepared by students in training

Rotating program: observation work made dynamic

Experimental pedagogy: equipment up to date, complete

Principal teaches: special classes, school management, class management

Educational museum: school devices, apparatus, specimens, industrial exhibits, etc

Labor saving devices: students trained to use rotary mimeograph, mimeoscope and typewriter

Speech defects: students trained in testing and treating

Experimental work: typical experiments in progress: theory that certain school activities are undertaken better by large group than by small group; comparison; two methods of teaching arithmetic

Rapid advancement: students of unusual ability grouped; advanced work in pedagogy

Parallel courses: theory and practice; students first three terms study theory and teach classes under direction model teachers

- Teaching in city schools: one term, all students. Teach two classes, observe three each day
- Theory teachers: teach classes of children in model department
- English teachers: training school and high schools confer respecting poor English problem
- Social center: building used by teachers and community. Students taught value and control of community work
- Training and other departments work with common purpose, fitting one to the other; committee reports; general faculty meetings; personal conferences
- **Printed notes for students:** show what and how to observe; graded in difficulty

TRAINING SCHOOL FOR TEACHERS

Second year—first term
Observation Exercise No. 5

Skill in Presentation

What new knowledge did the pupils acquire during your hour of observation? In the process of learning, to what extent were their mental and physical powers exercised? How were the new ideas associated with ideas the pupils already possessed? How were the new ideas associated with one another? What devices were used to make the new knowledge clear? Was there anything in the teacher's manner, the tone of her voice, her use of emphasis or inflection, her gestures, her choice of words, that helped the pupils to learn? How did the pupils show that they had learned something new?

Training School Classes for Teachers in Service

- Arrangement for time: fourth term students in training once each week teach classes while regular teachers take special work in training school
- 104 teachers: equivalent three months special training for teaching sub-normals
- Physical training: final inspection and approval by supervisor department for New York City
- **Drawing:** final inspection and approval by supervisor department elementary drawing New York City schools
- Kindergarten: conferences for la teachers from 25 schools, evenings
- Teachers' athletic association: direction teacher physical training, evenings
- Young teachers: monthly evening conferences with former critics
- Critic teachers, etc., do advance work in their own training school: in theory, administration, etc
- Board of examiners and colleges give credit for advance work in training school where teachers teach
- Graduates of course for teaching sub-normals teach other teachers of ungraded classes: through alumnae association

The above activities were temporarily abandoned February 1, 1916

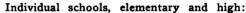


Learning by Doing



Work for headquarters: provides students with live experiences; trade school boys accompany inspectors and foremen on plumbing, building, electrical and engineering jobs; commercial students get experience in the offices and libraries of the board of education at 500 Park Avenue at 59th Street







teach via work that needs to be done. In one high school 70 boys are employed as assistants in the offices, 30 are taught to use mimeograph, multigraph, planotype, adding machine and other office devices; 40 serve in library; other "doing" includes repair work, building, making supplies, preparing and serving lunches at a profit, teaching, "lecturing," officer-ing, community service and "neighborhood chores"



Factories, stores, model flats: furnish opportunity and need for learning via doing and earning



The curriculum of the modern school would be built out of actual activities in science. industry, aesthetics, civics-A school commissioner

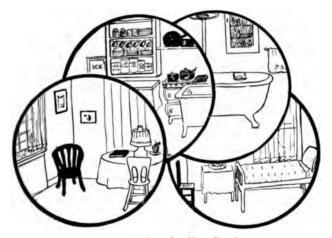




Photograph loaned by elementary school
DEAF GIRLS LEARNING THROUGH OTHER SENSES



Photograph loaned by elementary school
SCIENCE VIA BUYING AND CARING FOR BUNNY
In this school, in one of the world's most congested districts, many
classrooms have doves or chickens—even loans from the Zoo



Home Making in the Grades

Model flat: built in school; also flats near schools

Budget making: taught on basis home income

Buying in bulk: compared with buying in small quantities. Coal at \$6.75 ton; by pail at rate of \$11.10 ton

Well balanced ration: determining factor in budget for different foods

Furnishing five room flat: \$125, neat and artistic

Bathroom in model flat: used by girls having no home facilities for hair washing and bathing

Sewer system and water supply: studied from hygienic standpoint

Mothers entertained: in model flat; refreshments prepared and served by girls

Sewing

First Year

Minimum essentials-checked when done proficiently

Practice in turning hems Basting stitch Running stitch Rack Combination " Hemming Overcasting " Overhanding" Catch stitch French fell Flat fell Sewing on buttons **Buttonholes** Threading machine Running .. Care of Small samples on machine One full sized garment

Second Year

Hem patch Catch-stitch patch Stocking darn Dress darn Sewing on hooks and eves Chain stitch Feather stitch Smocking Tucks Scalloped edge Simple embroidery stitches How to cut a true bias How to use a pattern One full sized garment

Practical Homemaking

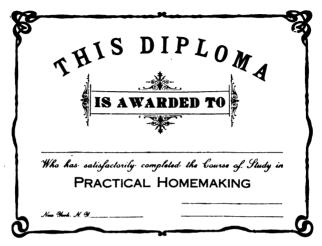
First Year

Minimum essentials—checked when done proficiently

Introductory lesson Care of stove Dishwashing (care of kitchen utensils) Washing of towels and cleaning cloths Scrubbing of bare wood Cleaning of garbage can Cleaning of bed Making of bed Morning cleaning of a room Thorough cleaning of a room a) washing windows; b) cleaning of brass, silver and nickel; c) waxing of floor; d) washing of floor Closet cleaning (windowbox cleaning) Table setting (table etiquette) Preparation and serving of break-Preparation and serving of lunch-Plumbing lesson (tenement house laws) a) cleaning of sink; b) cleaning of bathtub; c) cleaning of water closet; of washtub d) cleaning Disposal of garbage, ashes and refuse (tenement house laws) Personal hygiene

Second Year

Laundry equipment (utensils and materials)
Removal of stains Laundry washing a) bed, table and body linen; b) colored clothes; c) under-clothes; d) towels; e) waists and dresses Making of starch Food value (combination of food) Making of daily menus Weights and measures and equivalents Care of patient in bed (bathing) Changing linen with patient in bed Diet in disease (preparation of invalid's tray) Care of infants (clothing and bathing) Infant feeding Food for children 1 to 5 years



Graduation from home making course: foreign neighborhood, not dependent upon academic work

Practical experience: lunch prepared, served in model dining room, sold to students or faculty

Working for pay: orders solicited for overage pupils. Skilled workers receive commission

First aid to injured: taught to all girls as part of course

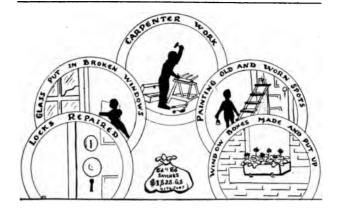
Credit for home cooking: sample brought to teacher or mother writes note

Graduation dresses: 10,810 made in one year boroughs Brooklyn and Queens

Pupil teachers: Classes too large for laboratory divided. Instruction by pupil teachers for out-of-laboratory group

Full-sized garments: 116,873 made in boroughs Brooklyn and Oueens

Dinner for the family: cooking teacher explains next lesson and gives recipe. Girls who wish bring material and cook enough for family meal



•Practical jobs: for community and schools—fireless cookers for school cooking rooms, bread trays and tables for penny lunch centers, fences for school gardens

Savings to board of education: 10,828 articles made by shops for school use one year, valuation \$6,314.42

Artistic furniture: for homes and school

Traveling tool kits: instead of usual bench arrangement; kit and tools corresponding number; easy to transport to points needed

Overage boys: 14,000 given shop work in one year

Difficulties overcome: no shop in school; tools furnished by teachers and pupils; one bench donated by friend of school; regular work and after-school clubs; wood carving, burning, and hammered-brass work of high order

Repairing textbooks: feature of manual training work

Sport motive: canoes, row and motor boats built for use; model aeroplanes and sailing yachts; volunteer club to work in shop after school

Models for drawing: cubes, prisms, etc, made of paper or wood in manual training classes; consequent individual models and saving to board of education

Pencil envelopes: made by fifth grade boys used in primary grades instead of those furnished by board of education, estimated saving \$10 per year in one school

Shoe repairing: shoes donated to school repaired for use of pupils from families too poor to provide shoes · for children, by overage boys

City plumbing rules and regulations: taught

Blue prints: all problems undertaken in shops "blue printed" by boys in drawing classes



Photograph loaned by elementary school
PLAYROOM EQUIPMENT MADE BY MANUAL TRAINING
CLASS





Business Practice for Grades 7-8

Boys not intending to go to high school given close-tolife work: legal cap page copied on typewriter rapidly and correctly for visitor by one boy

"Home-made" syllabus: 9 legal cap pages

- 1—Stenography: aim is 60 words a minute at end of year, emphasis on accuracy rather than speed
- 2—Business English and composition: all the work practical—a) grammar; b) punctuation; c) spelling and use of words related to industries and occupations; d) composition
- 3-Office training: 20 week plan outlined below
- 4—Typewriting: touch system, stenciling, tabulating, business letters, legal forms, etc.
- 5—Bookkeeping: practical work connected with bank
- 6—Mimeographed forms and aids: 44 commercial expressions; salutations; business forms; shipping facts: 70 commercial abbreviations
- 7—Term plan in composition, outlined page 44

Twenty week office training class

- 1—Postal information: classes of mail, registry system, special delivery, parcel post, dead letters, postal savings, unmailable matter
- 2—Transit problems: elevated, surface, subway and ferry lines; railroads within and near the city; time tables; taxicab fares
- 3—Telephone and its problems: getting operator, information; directory and red book; switchboard and party wires; telegrams by 'phone
- 4—Filling out blanks: employment, civil service, insurance, board of health
- 5—Forms of remittance: bank drafts, cashier's check, bank check, certificate of deposit, money orders. promissory notes, commercial draft, stamps. other commercial papers

- 6—Banking and banking papers: depositing, deposit slips, drawing monthly statements, prevention of raising, certified checks, kiting
- 7—Office appliances: typewriter, mimeograph, letter press, carbon copies
- 8-Stencil cutting and mimeographing
- 9-Study of commercial expressions
- 10—Methods of shipping: freight, express, mail, water, shipping terms
- 11—Business ethics and deportment: courtesy, loyalty, value of time, efficiency, self-control
- 12—More important legal papers: contract, lease, stocks, power of attorney, bids, mortgage, bank statements
- 13-Telegrams and cablegrams
- 14-Filing systems: methods of filing
- 15—Advertisements: purpose, value, how written, extent of
- 16—Public buildings: floor and room index, starter, elevators
- 17—Packing and bundling: running errands, keeping expense accounts
- 18-Use of titles and degrees





Drawing loaned by high school

PUPIL-RUN STORE

Co-operative school store teaches how to buy and how to sell at a profit

Prevocational Schools

Prevocational schools for boys and girls: elementary grades; equipped for study of elements of sheet metal trade, plumbing, machine shop practice, carpentry, modeling, industrial art, electric wiring, printing, sign painting, garment design, millinery, dressmaking, power machine work, novelty work, art weaving, bookbinding and homemaking

Aim to assist pupils: to discover whether or not their inclinations and abilities fit them to do industrial

work in elementary grades

Regular academic instruction: in mathematics, English, history, geography, science, music and physical training

Looms made by boys: for weaving, used by girls' industrial class

Unusual finish of production: in various industrial lines Printing with a purpose: leaflets for reading outlines, programs, school publications, work board of education

Practical Christmas gifts: sink strainers, toy banks, pans, pails, hanging baskets, etc

Visits to outside shops: part regular work

Shower baths: planned and installed by pupils

Dining room furniture: made for model flat

Community electricity: telephone and telegraph, fire and police alarms—wires laid and connections made

Scraps utilized: for making boxes, cushions, etc, scraps donated by business houses

Uniforms domestic science: made and sold for cost of material, 15 cents

Family of seven: made unit for furnishing dining room equipment

Economics of homemaking stressed: foreign neighborhood

Special course: for overage girls; emphasis upon industries; drill upon minimum academic essentials

Plaster models: works of art, door knockers, fountains, animals, etc

Type of problem: How do we determine the size of a house drain? How do we determine the size of the fresh air inlet? Where should the fresh air inlet terminate?



Photograph loaned by board of education

TRADE SCHOOL FOR GIRLS

Salesrooms on ground floor afford opportunity to teach commercial values, laws of supply and demand, and the theory and practice of salesmanship. Typical school building high spot; full time architect-superintendent; no architects' fees; standard plans

Industrial Schools-Girls

Laws: regulating factory and shop conditions

Recreation: noon hour given to games and dancing

Products sold: more than self-supporting as to materials, supplies and repairs

Dressmaking: graduates obtain positions to work on expensive materials

Team work: daily menu for lunch room planned by domestic science department, business end (\$16,000 in year) managed by commercial department

"Middy" preparedness: campaign promoted cooperation. Posters gave practice in art and advertising. Sale of middies gave practice in selling

Power sewing machines: speed tests; pupils sought by employers

Art design: girl shortly after graduation received \$25 per week with fashion magazine

Straw sewing: expert work in making hats

Daily program: 5 hours, trade practice; 1½ hours, non-vocational subjects; ½ hour, hygiene and gymnastics



Photograph loaned by school art league

INDUSTRIAL DESIGN BY STUDENTS



Photograph loaned by high school LEARNING BY ZOO-ING

High school zoo loan visited by nearby elementary pupils—training for leisure too



Loaned by supervisor-correlation EARLY TRAINING FOR TWO VOCATIONS

Industrial Schools—Boys

Civil engineering: six transits condemned by city department, repaired by boys, doing excellent service in school

Electrical repair: motors worn out in other schools. Parts reassembled by boys, used in school or turned over to board of education

Patternmaking: gears, wheels, machine framework

Machine shop: repairing furnace accessories

Electric wiring: lighting system and bells installed in house built by class in joinery

Tin shop: garbage cans, safety cans for raffia, eave troughs, drinking cups, flower pots

Cabinet work: desks, chairs, table, sideboards, etc for home and school use

Draughting: plans for flats and houses, needed working drawings

Building: frame work small two story house

Printing: books and pamphlets, board of education

Chemistry: analysis alloys, testing assays, determining ore values, etc

Physics: principles gas engine, pyrometer, gasometer, water meters, different forms motors, cement testing, mechanics, testing strength various materials, testing steam boilers, coal for B. T. U. value, etc

Mathematics: related to trade. Type of problem: given a contour map to lay out a road no grade to exceed 4%

Auto-machine shop: erected by boys

Graduate whenever ready: enter any time, individual work, course completed—ready for work

Home making experience: model flats in girls' schools, planned and built. Plumbing and electrical equipment installed. Furniture made, garbage cans, and tinware provided

Diplomas granted: six months satisfactory work at trade in addition to completion of course

Trade teachers: must have worked five years in trade Academic teachers: visit in shop six hours a week

Commercial Instruction



Photograph loaned by high school
LEARNING OFFICE PRACTICE BY DOING OFFICE WORK

Employers' complaint: "in at the ear, out at the point of the pencil" led to industrial history course to secure broader outlook

Semi-annual try-outs: students in shorthand and type-writing; auspices teachers association these subjects

Typewriter companies: permit pupils in training to practice on their machines

Literary work: high character—pupils discussed Shakespeare play with unusual appreciation and enthusiasm

Salesmanship taught: dramatic and actual practice

In-and-Outers: Part-Timers: "Co-ops"

Earning while learning: boys and girls spend alternate weeks in school and shop; \$1,378.47 earned one week by 480 pupils at rate of \$3 to \$10 per week

Wages: pupil-workers same as regular employees

Money earned: permits many pupils to remain in school On-the-job experiences: instead of up-in-the-air in-structions

Work in law office: for boys from one school

Coordinator: chosen from staff gives full time to inand-out problems, i. e. to coordinating school work with shop work and fitting both to pupils' ability

Permanent employment: offered by cooperating firm to all in-and-outers graduating at end of year



Cut loaned by board of education

IN-AND-OUT BOY REPAIRING GAS METER

Division Report: Part Time Cooperative Classes

Basis of organization
The cooperative system
Cooperation of schools and employers
Cooperation of parents and pupils
Selection of pupils

Basis of cooperation Cooperative pupils become permanent employees Wages, hours, and other terms of employment Coordination of shop work and school work Administrative methods

The term's work:

Statements by schools cooperating
Occupations in which students were employed
Names of firms cooperating
Distribution of students by occupations
Distribution of students from each high school by firms

Attitude of firms—favorable, unfavorable Compensation of pupils Quality of pupils' services Moral effect of cooperative plan School work of cooperative students

Typical cooperative plan of studies Influence of practical upon academic work Students retained in school Former students returned to school Practical value of school work realized

Vocational guidance—physical fitness, aptitude Limiting cooperation in a given line to a single school Obtaining assistance of the right kind of teacher Promotions among cooperative students Per capita cost of cooperative plan

Reports of coordinators
Continuation classes
Reports of supervisors
Attendance in continuation classes
Vocational guidance

Typical unit in course of study

Citizenship: laws of domicile, contract, marriage, divorce; taxation, inheritance, public meetings, societies, industrial associations; essentials of police laws and their execution; violation of order, prosecution and defense; wages and compensations; employment, trade unions, etc; insurance and pensions

Commercial law: contracts, sales, negotiable instruments, agencypartnerships and corporations; insurance, real property, equity; public control of business—public service corporations, banking, interstate commerce

Every Employer a Teacher

I am sending you herewith the following papers:

Typewritten list of review questions

Two sheets of examination paper by Thomas M—

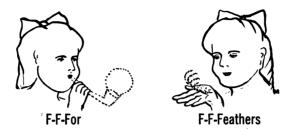
Part I, No. 1, of typographic Technical Series
for Apprentices, entitled "Type"

- On the Review Question sheet I have indicated the following comments concerning M's answers:
- Correct answers; wrong answers; partly wrong answers but holding the sense; constructive errors; spelling errors
- I am sending this exhibit to you as our first attempt to show you in detail the progress of the boy in his technical work, and thus enable you to more comprehensively determine what the boy needs from you in the school line
- It would seem to me that the boy needs grammar, rhetoric and spelling, and I should like to see his time this week spent in rehearsing the book under your supervision, and endeavoring to re-write this same examination
- It may be possible that after studying this matter over you will conclude that a personal interview may be helpful. If so, I should be very pleased to see you
- I propose to give the training of the boys more of my own time from now on, and you may be sure of a most active cooperation in every way

Letter from president of employing concern to coordinator, May 22, 1916



FIRST AID—DOMESTIC SCIENCE CLASS



Reading as Aid to Living

As part of play, phonetics and reading begin-K

Class in school three months: knew 500 different word and pronounced many others at sight easily. Ar other class read with expression, picked out phrase: found words, were keenly alive and interested

Reading for thought: made first purpose; sentences rea silently; then meaning given aloud; reading studic aloud—1a

Phonetic rhymes read and memorized:

"Pretty moon, pretty moon,
How you shine on the door,
To make all bright,
On my nursery floor"!

First pupils sang the stanza, then read it, then picke out phrases, then words, then phonic elements, the drew pictures of moon (textbook by teacher an principal to illustrate method)—1a

Special speech exercises: for pupils in first three grade by the same teacher—benefits show clearly in ora reading

2,000 different words learned: had read 8,000 words i basic readers and 43,000 in supplementary readers-1b

Note: Numbers 1a to 8b, HS and K indicate grades

20,000 words read: in basic readers; 25,000 in supplementary readers—2a

22,000 words read in basic readers; 75,000 in supplementary readers—2b

14 second and third readers completed—2

18 third and fourth readers completed-3

Looking at audience: while reading prepared material or at sight—5, 6

Oral reading: special clearness of enunciation, beauty and force of expression found in all grades

Reading in public: instead of reciting

Home books: read to class or stories told-2b

Audible study: correlation of vocal and visual memories and sensations to insure longer thought content and greater clearness of vocal expression—1, 2



Photograph loaned by school

Spelling

Sensation coordination: teacher wrote sentence, class observed; sentence read by members of class; sentence written in air by children, with audible pronunciation of letters as made. Then 31 out of 37 wrote sentence on paper without error in punctuation or spelling

Audible study: spelling studied aloud, distinct enunciation of letters stressed—2a

Homonyms: T: About whom shall we tell stories?

P: About Humpty Dumpty

T: (Holding up card containing eight) called upon pupil

P: Humpty Dumpty was eight years old

T: (Holding up card on which was printed there)

P: There was a boy whose name was Humpty Dumpty

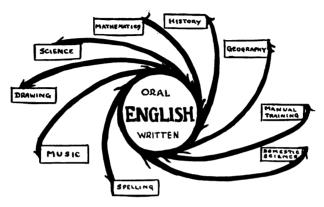
Teacher also told stories about Humpty
Dumpty and called upon pupils to
spell homonyms—2a

Syllabication: emphasized from beginning—and especially in commercial classes

Dictation: made basis for spelling tests

Prevention of error: new or difficult words, explained and written on blackboard before child writes

- Review: written test of month's work. Words included: know, which, four. 36 out of 40 in class, all words correct remaining 4, one word misspelled—2b
- Oral test: 40 words including speak, dollar, while, would. Rapid fire; each pupil called upon seven or eight times; 33 in class, one word misspelled—2b
- Commonly mispelled words listed: frequency of error made basis of emphasis and of home-made text-book
- Individual weaknesses: studied and "doctored"
- Correction of errors: pupils sent to board. Teacher quickly gave out different words until each had list of five. At word sit all took seats
 - T: Who sees his own mistake? Several pupils raised hands, each corrected misspelled work orally T: Who sees mistake made by someone else? All errors not discovered by writers pointed out. No corrections made by teacher. Those who misspelled words sent back to hoard to correct same—3b
- Relation to other subjects: lists formulated to be taught in connection with each subject, home-making, dressmaking, millinery, history, literature, science, hygiene
- Spelling application: words spelled in class required to be found in newspaper or magazine. Word cut out and brought to next class or name of magazine, page where found, copy of sentence handed in on slip—6b
- Trade spelling: 200 machine shop words used for spelling in trade school—3a



Every class an English class: a frequent rule. Domestic science English said by girls to be more exacting and more interesting than English English

Local idioms: listed, watched, explained; basis of work in phonics and enunciation—false syntax. Example: "He talks like he was an orator." "They were singink a song"

Imagination developed: Arbor Day "dreams"—"I dreamed that I planted a pear tree and that it was all in blossom"—"I dreamed that I picked cherries from a cherry tree that I planted"—1a. "I am" stories—"I am a fairy. One day I was walking. I met a boy and I changed him into a red tulip"—1b "I wish I were" stories as motive for setting up correct habits of speech—"I wish I were an artist so that I could paint pictures"—2b

Visitor to class: made a motive for oral and written expression. Children welcomed visitor, hoped that she would come again and listed aspects of work they wished her to see. As "time saver" each one wrote a letter expressing these things:—2b

I am very glad you came to visit our school. I would like to show you the pretty pictures on the wall. I hope you will enjoy your visit

- Oral expression: game as motive. T: About whom shall we ask questions?—Humpty Dumpty suggested and accepted. Boy placed with back to class. Pupil indicated asked question as "Do you know Humpty Dumpty, Clarence?" Clarence: "Yes, I play with him every day, John." If he who was "it" gave the correct name in his reply the boy whose voice was recognized became "it"—2a
- Learning by doing: writing for school papers; real letters to real people for the sake of real results
- Additions to vocabulary: word substitutions, enlargement of sentence through addition of descriptive words—2a
- School garden diary: made motive for written composition—4a. b
- Give and take corrections: oral description of classroom by one pupil
 - Second pupil: He said "the room is lighted by electric." He should say by electric light
 - Third pupil: The room is lighted by electricity is better than "by electric light"
 - Second pupil: I don't see why
 - Third pupil: "Lighted by electric light" doesn't sound well.

 You use the word lighted and the word light too close together—4b
- Pupil reporters: interviewed visitor for write-up in school paper—8a, b
- Printing proof: used as basis for English in printing class vocational school
- Magazine club: meets weekly in model flat-7, 8
- Close-to-life subjects for composition: telegrams not more than 10 words; advertisement of article found; note to principal explaining absence; letter inclosing money for magazine subscription; making complaint to tenement house inspectors and other public officials; acceptance of an invitation; application for a position; introduction of a friend; telling a story heard; current events topics; things that would be

- good for the school; "The Story of a Dress"; "Hats I Have Known"; "How to Buy a Dress" etc
- Rapid work: six blackboard compositions of from 75 to 100 words each read, discussed, approved or corrected in 10 minutes—7b
- Picture stimulation: picture showing region devastated by forest fire—motive for writing story. Examples of plots follow:—7b
- 1—With many sighs the young people packed. They did not forget a thing but the most important. They forgot to extinguish the fire. That night the wind blew and blew and at last succeeded in brightening the dying embers. In the morning the forest was one mass of flames. The fire lasted two weeks and two people lost their lives
- 2—They were about to start on their homeward journey when the oldest brother remembered he had forgotten his rifle. His friend sprang out of the canoe and hastened back to the camp for the gun. Arriving at his destination he found a cigarette in his pocket. Yielding to his temptation, he lighted it and was smoking it when a call from his chums started him on a run for the canoes. He flung the cigarette aside. When the campers reached home they purchased a newspaper to see what had happened during their absence. Nervously they read the account of a large forest fire that centered on the spot on which they had been camping
- Independent rhetoricals: group once each week; only help given is teacher's O. K. of material chosen—7, 8
- Technical grammar vitalized: as aid to expression, to reading, to oral composition
- Memorized selections: all grades; unusual expression and clearness of enunciation
- Blanks for other than English classes: blanks furnished for noting pupils' deficiencies in oral and written English—HS
- Debates and discussions: formal and informal, well organized, spirited—HS, upper grades
- Library habit: every pupil required to use public library for class work
- Book reviews: all new books in library, written by seniors for school magazine—HS

- Progressive card record: kept by teacher of each pupil's errors in compositions—when error permanently corrected, card checked—4b
- Orators' club: every fourth day pupil orates—selections from grade subjects—6a
- Oral composition: analogy developed between building a sentence or essay, and building a house; need for plan, for deciding the purpose of the building, selecting materials, etc, all developed before a word written; children excited over every step; at close all wrote. Class after class seen where no two essays were even approximately alike. Essays in 6b better in imagination, in general form, balance of mind and language than those often seen in high schools—6b
- Ear training: errors noted in compositions read to class—upper grades
- Good use of time: one group dramatized part of Taming of the Shrew; second criticised this; third wrote on board story of assigned part; at close whole class corrected written work—7b
- Making a virtue of blackboard crowding: each child filled space without finishing topic; when called upon, read what was written, finished treatment of topic orally—7b
- Diagraming: beauty of arrangement, lines and penmanship
- Pride of ownership: 1,900 copies of better periodicals bought by pupils during one month; 1,000 copies of Shakespeare bought since January 1916
- Business letters: emphasized
- Close correlation: English with industrial and commercial courses
- Good English magazine: published by high school; aim to create an interest in good English and to correct mistakes
- Writing poetry: a successful feature

Business English for Grades 7-8 — Term Plan Week

- 1—Letter of application for position—study of form and arrangement
- 2—Registry service of post office department—study of exposition and information
- 3-Friendly letter-"The commercial class"
- 4—Topic sentence developed—"Every public school should have regular fire drills"
- 5—Exposition—"How corporations are organized"
- 6—Letter giving a friend who is visiting you from a foreign city, directions for reaching your home
- 7—Business letter opening an account, mentioning references, and inclosing order from catalogue
- 8—Letter to references mentioned above, asking about reliability of a would-be customer
- 9—Letter answering number seven, after investigation has proven would-be customer reliable
- 10—Letter requesting payment from a delinquent debtor—terms couched not to offend because of his large orders
- 11—Reply, giving particulars, to a letter of inquiry in answer to an advertisement relative to the sale of a house
- 12—Letter to express company complaining of articles damaged in transit with request for investigation and refund for damages
- 13—Letter complaining of shipment found partly damaged and notifying of the return of damaged articles
- 14—Letter answering the complaint in number thirteen showing a desire to adjust satisfactorily
- 15—Letter advertising an article for mail order house
- 16—Argumentation and exposition—"Should a boy about to choose a vocation enter the commercial or the professional life?"
- 17—Letter to a former customer whose bills have been regularly paid, but who for some reason had ceased dealing with you
- 18-Writing attractive advertisement

Writing

Drill in writing: part of schedule

Writing grade: average for all written work; all written work graded by writing teacher

Designs and colored inks: add attractiveness to writing exercises

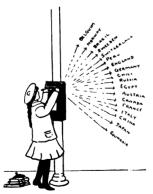
Rhythmic likenesses of letters: basis of method in one school and of textbook by teacher

Phonographic counting: relieved teacher; energy thus saved directed to pupils

Instruction for teachers: provided by board of education

Rapid and excellent writing: feature in several schools

Competition within school and among annexes of high school



Whole School-1b to 8b:

Unusual excellence, all pupils; slight difference between best and poorest; poorest better than usual best. English of compositions also notably attesting pupil interest and teacher drill. Incidentally rosetted excellers in youngest grades help stragglers

REAL LETTERS TO REAL PEOPLE WRITTEN

Dramatization as Aid to Class Teaching

Dance of Sleepy Heads: at community party teaches need for proper night clothes and their care—K

Numbers: play store, change parts-1a

Reading: nursery rhymes, etc, acted, any child taking any part; 500 words by third month—1a

Phonics: sounds given in words with action, f blows feather off the hand, etc—1a

Phonics: sounds and ideas acted as well as vocalized; "sailor" on blackboard starts children climbing rope, hand over hand; "baseball", some pitch, some catch, others stop grounders; "snow man" on blackboard in May is signal for children to "show how the snow falls", "pick up the snow", "make a ball", "place balls on desk", "aim at the snow man's hat", "now throw!" —2a

Reading: story, 15 characters, read silently, hard words studied, read orally, acted in book words or children's own words, any child taking any part, different parts different days—2a

Reading: on blackboard, You're a fine boy! Children tell stories in which this sentence is used first at beginning then at end. Best story dramatized—then compositions written. Every child participating—3a

Nature study: one child is the sparrow, another the Baltimore oriole—hold in hands respective nests, talk to one another, describe own nests, how made, color of eggs—3a

Nature study: boy Mary, boy blackbird, boy bluebird, boy cat, boy cocoon, others flowers in a garden. Mary walks up and down garden paths (aisles) talking about flowers and noticing blackbird which immediately begins to sing. Ditto bluebird. Mary talks of spring, steps on caterpillar (boy's foot), later sees caterpillar changed to cocoon. Then spring shower (sound of rain drops by lips). Sun comes out. Mary returns days later (few minutes), finds boy butterfly who trips gaily around room. Whole class recites Swinburne's Butterfly, Oh Butterfly, how happy am I—3a

Grammar: "action," "active verb," "thing acted upon" demonstrated, one child acting, another giving sentence to describe—Jacob is reading a book, The eraser is taken away by Hyman—4a

Reading: Pied Piper of Hamlin acted after first reading; each child picks part; uses own words. When Piper offers to play to lure the rats (20 children on hands and knees) remainder hum Come let us be joyful. When Piper is refused reward, rats become children and follow him while class hums Our little girls. Lone child with crutch goes home to mother. Spontaneous though crude—4a

Civics: children's court, impromptu. Offenses: throwing stones at dogs, breaking twigs in the park, ringing the fire alarm, refusing to obey an officer. Different officers. Judge admonished, threatened, pleaded, paroled, sentenced, pardoned—4b

Assembly, street cleaning squad: original play, girl's Scene I—Group of careless girls throw paper about the corridors. Street cleaning squad ask them to pick up these papers but the careless group is impertinent and refuses. Then when the street cleaning squad begin to pick up the papers the girls in the careless group become ashamed and help them. Scene II—In the toilet room. girls throw paper into washbowl. Street cleaning squad admonish them and lead them to see that if the board of education is obliged to spend money to repair the plumbing there will be fewer books and other things which the school would like to have. When the girls see this they assist in cleaning out the bowls. Scene III—The president of the school board and district superintendent come to visit the school. They discuss the careless and destructive use of property and say that in those schools where they find such conditions they will not recommend new books or additional equipment. Then they examine the school, find it so clean and well kept that they decide to recommend that it be generously treated in the matter of supplies and equipment. Scene IV—Groups of the careless girls decide they are glad they did not leave papers about the corridors and in the washbowls, and determine that in the future they will help to keep things in good order—5 to 8

Composition-history: each child given slip paper with name of historical character. Composition on this character written to develop three ideas: Who I am, what I did, how I did it. Teacher selected best compositions which children read with question: "Now can you guess who I am?" Child who guesses right reads next composition. Similar work in geography—6a

Literature: correlated with history and composition.

How story should be divided into scenes brought out by questions. Five sets of boys acted out The Man without a Country with impromptu variations—6b

Show work? No, indeed! Proof? Impromptu reading, analysis, and acting—with self criticism—of How Robin Hood Met the Sad Knight, from visitor's book, 40 boys participating



Photo loaned by elementary school DANCE OF THE WITCHES

Literature: frequent impromptu dramatizations whether Pilgrim's Progress, Taming of the Shrew or church scene in Evangeline; any child, any part; teacher sometimes taking no part and sometimes criticising the acting, generally watching English—7b



Cut loaned by board of education

- Assembly, mimetic exercises: instead of customary "setting up" exercises, whole assembly goes through motions of many athletic events such as putting shot, start for 100 yard dash, etc
- Little Mothers League: parliamentary meeting interrupted by "procession of evils"—pupils impersonating Pacifier, Feather Pillow, Banana, Neglected Garbage, etc. Each tells why injurious to babies. Preventives then impersonated and explained
- History: Columbus at the Court of Spain, in children's words (corrected by teacher if necessary); any child, and part—5a
- After-school history club: boys started, teacher pleased, now helps out of class; any boy, any part; boy leader directs. Cortez and Montezuma included real "boy-trench" fighting and actual struggling. By questioning, importance of showing respect to elders and superiors was brought out—5a
- Civics: class becomes constitutional convention; Whigs and Tories; basis of state representation the issue; Rhode Island's delegate suggests compromise—two in senate for each state, lower house filled according to state population. Again, president of electoral college chosen—5a
- Safety first: Scene I—Boy runs into room, "Extra! Extra!" Dozen boys become excited, inquire, one boy run over. This suggests Safety League! Elect president. Scene II—President drills boys as Safety League scouts, in marching, each carrying sign, Stop! Look! Listen!—Don't hitch onto cars! Conclusion: "Let us all say our motto, Stop! Look! Listen!"—5a
- History: Barbara Frietchie dramatized with impromptu variations. Officers' conversations indicated previous experiences and future plans of Confederate army—6a

Current events: subject, Panama Canal; Columbia's refusal of U. S. offer for canal zone dramatized with revolution in Panama and making of treaty between U. S. and Panama—8b

History: a class was asked to suggest subjects which it had not yet tried to dramatize. Many suggestions. Nullification Act chosen. Girl who suggested was appointed leader, selected characters. Short conference in corner of room when leader's plans were apparently modified, for she asked permission to choose a General Scott. Play then acted. Scene I—Passage of tariff bill. Scene II—Nullification Act. Scene III—President Jackson orders General Scott to So. Carolina. Scene IV—Ilenry Clay offers a compromise bill. Capture of Major André done similarly impromptu—8b

High school—German, French, English, history, Shakespeare: boys as well as girls. In addition to classroom uses, much dramatizing in special clubs and for school festivities

German: parts of *Der Letzte* impromptu to illustrate text, in words of text or improvised. All participated—in German only

French: three stories combined in one play—composition assignment out of class—boys' ideas and language. Play acted in class—French only spoken History: dramatization used for review. Class divided into three sections of French revolutionary states general—people, nobility, clergy. Keeping formalities of legislature the different stages of revolution were acted out with no assistance from teacher except to correct facts

English: Ivanhoe—archery contest. Pupils' idea, make bows and arrows. Similar treatment of Isaac of York and Palmer, impromptu after general discussion of main points to be stressed. A second year class in As You Like It wrote, each, a scene in own words. Scenes read aloud, best ones selected, linked and then dramatized in class

Blind pupils: give creditable performance of Sheridan's Rivals



Photograph loaned by elementary school

DANCE OF THE FAIRIES

Shakespeare: universally in New York and elsewhere; boys in boys' classes found less self-conscious and more easily interested than older boys in mixed classes—or than older girls in mixed classes

Competitive selection of actors from school or district Whole schools participated

Revival: Shakespearean plays, contemporary history, customs, manners

Pageants: staged by schools and districts

Original dramas: written by pupils

Boys schools: Shakespearean plays, all characters boys; superior to many college productions

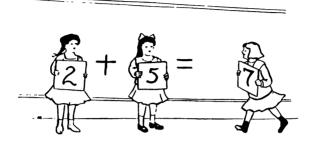
Neighborhood entertainments: plays and pageants repeated for parents; receipts used to provide gardens, etc

"Aren't you sorry Shakespeare was ever born"?

"No, but I'm sorry he ever died"!

Music, Music Everywhere

- Motive: in primary grades means of expression, aid to reading, cure for timidity, a common denominator to establish "consciousness of kind" and team spirit
- Individual singing: feature in all grades. Individual differences in singing no greater than in reading. 29 out of 35 children sang alone any song learned—1a, 2a
- Corrections in pitch: made by members of class-2b
- Scale singing: names of children in room, Ma-ry, Carrie, sung instead of do, mi, etc—1a
- "Sound-reading": teacher sang exercises by other than note names, individual children sang corresponding notes—3b
- Chorus singing in upper grades: often ranking with best trained church boy choirs
- Sight-singing: without hesitation; tenor and bass (other parts silent), chromatics, dotted notes, difficult time—8b
- Pay-as-you-go music organizations: numerous in elementary schools and general in high schools—are popular as school and community entertainers
- Musical appreciation: systematically developed via lectures, concerts, victrola, etc
- Paying positions as musicians: frequently obtained after graduation as result of proficiency in school music
- **Talented pupils:** given private lessons in groups at 10 cents apiece—deficit, if any, provided by school fund or community associations
- Pupil leaders: able pupils frequently lead musical organizations and assembly, orchestras and choruses



Arithmetic: Method and Content

"Start with number 9 and add 8 to each total u stopped" (9, 17, 25, 33, etc), any pupil to be ready carry on the adding rapidly—4b

Extensive use of Courtis test blanks and Thompso minimum essential blanks for oral and written w

Life insurance charts: used as basis of computati and problems—7

Requiring all work to be proved: giving as much cre for proving as for doing

Making out check for payment is required with conjutation of bills

Pupils who understand: not bored by teacher's plaining to those who do not yet understand, are given advanced work

Close-to-life problems: given in connection with sch business, shop tasks, domestic science, school be home entertainment, pupil-managed lunch roo store sales slips, etc and other work that needs to done

Cumulative records of arithmetic scores kept by pu

Results approximated mentally before written cipling is done

Household accounts: submitted to teacher each week, are kept by each eighth grade pupil

Business Correspondence

Practical assignment in business correspondence, printed in school—7, 8

- J. Adams of 214 E. 23rd St., New York, ordered from American Hardware Co., 130 Mercer St., New York
 - 18 Stilson wrenches @ 871/2 cts.
 - 12 " (@ \$1.37½
 - 2 Thread cutting machines @ \$12.75
- 1. Write a letter ordering the goods
- 2. The American Hardware Co., answers thanking him for the order stating that the goods will be sent within five (5) days
- 3. Write the bill sent with the goods
- 4. J. Adams paid cash—discount of 10% and 2%
- Write check J. Adams sent to American Hardware Co.
- 6. American Hardware Co. deposits check in Corn Exchange Bank
- 7. Indorse check
- 8. Make out bank deposit slip
- 9. Write the receipt sent by the American Hardware Co. to J. Adams
- 10. Assume that J. Adams gave a 3 months note.

 Write the note and discount it the day it is drawn

| | Percenta | age Elements (P | Percentage Elements (Kept Before the Eye) | Eye) | |
|---------------------------|--|----------------------------|---|--|--|
| Application | Base | Rate | Percent | Amount | Difference |
| True discount | List price or face of bill | Rate of discount | Discount | | Net price |
| Profit and loss | Cost capital | Rate of G. | Gain or loss | S. P. at a gain | S. P. at a loss |
| (Brokerage) Commission | Am't collected sales cost of goods | Rate of commission | Commission | Am't remitted including commission | Amount sent back less commission |
| Insurance | Amt. of ins. | Rate of ins. | Premium | | |
| Taxes | Assessed | Rate of taxes | Taxes | | |
| Duties custom | Value of goods | Rate of duty | Duty custom | | |
| Interest | Principle | Rate x time | Interest | Amount | |
| Bank discount | Value of note at maturity | Rate x term of discount | Bank discount | | Proceeds |
| | | | | | 1 |

Arithmetic: Premium on Analysis

Principal to teacher: typed instructions

Aims: accuracy, rapidity, power, alertness, neatness, orderliness

Systematic training in verification

Frequent accuracy tests

Separate ratings for method and result

Emphasis on reasoning power rather than on operation

Pupils should understand problem before attempting solution

Difficult words in problems should be clearly defined

At beginning of term list difficult words for spelling drill

Doing more valuable than explaining

Make review of multiplication table concrete—e. g. 2 inches \times 6 = 12 inches

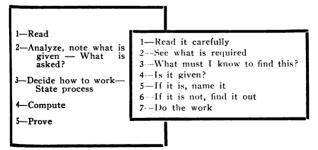
Prove subtraction problems by checking each number in answer

Teach children to call "answers" by names—e. g. sum, difference, etc

Keep cumulative list of technical terms

Vitalize teaching by giving practical problems of interest to child

Develop power of organization by asking: What is required? What must we know in order to get this? etc



PUPIL-MADE REMINDER CARDS

Arithmetic: Accuracy and Speed

Reading numbers: numbers like 962,717 read easilclass—1b (No less high an attainment, even if ness for 1b is questioned)

Adding: 45 addition combinations added as rapidl cards could be moved—subtractions made with e ease by "building up" or "making change" me—1b

Courtis test averages easily surpassed: in many clathat were using Courtis test blank for drill—in school not using these blanks

Relay races and short assembly tests: winners of test in fundamental operations compete

Addition: columns of eleven figures, all sorts of a bination; no errors, slowest pupil 25 seconds

Multiplication: $45,678 \times 68$; 37 out of 41 in class rect within one minute

Division: 468,921 divided by 75; 74 in class, 38 conwithin one minute thirty seconds; of these 8 45 seconds, and 10 took one minute

| BB BOYS | | | | | 8B GIRLS | | | | |
|---------------------------|------------|---------|-------------|----------|---------------------------|------------|---------|-------------|----|
| RESULTS IN ADDITION | | | | | RESULTS IN ADDITION | | | | |
| DATE | ATTENDANCE | AVERAGE | NO FINISHED | NO RIGHT | _ | ATTENDANCE | AVERAGE | NO-FINISHED | NK |
| ας τ | 30 | 71 | 26 | 2 | OCT 14 | 30 | 72 | 22 | Γ |
| 21 | 31 | 76 | 29 | 6 | 21 | 32 | 76 | 26 | |
| NgV | 30 | පර | 30 | 10 | Ngv | 32 | 80 | 30 | |
| 10 etc | 30 | 86 | 30 | ۱5 | 10 | 32 | 85 | 31 | |
| RESULTS IN SUBTRACTION | | | | | RESULTS IN SUBTRACTION | | | | |
| QCT 27 | 30 | 72 | 10 | 3 | 0CT 27 | 33 | 77 | 13 | Г |
| Nov | 31 | 80 | 12 | 4 | Ngv | 31 | 70 | 3 | |
| etc | | | | | Ĭ | | | | |
| | | | | | | | | | |
| RESULTS IN MULTIPLICATION | | | | | RESULTS IN MULTIPLICATION | | | | |

Tests and Scales

Ayres: writing Buckingham: spelling

Harvard-Newton: compo-

sition

Bliss: composition Courtis: arithmetic and

English

Hillegas: composition

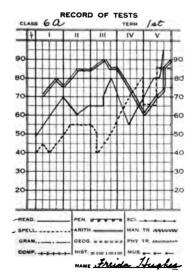
Thompson: minimum essentials Thorndike: reading and writing

Tests formulated by principals: standardizing requirements in various grades and subjects

Pupil keeps record of own tests as on preceding page

Work of previous grades: tests given by principal; teachers required to review

Reports to principal: written report required stating (1) weaknesses; (2) reasons for weaknesses; (3) suggested methods for overcoming weaknesses



Close-to-Life Geography

- Home geography first: boroughs, principal streets, parks, museums, etc of district and city—4a
- Excursions: to public buildings, parks, zoo, official meetings and industries
- Moving pictures: classroom and assembly, with long list of geographic and industrial films
- Lantern, stereoscope: pictures, clippings, objects—classroom and assembly
- Lectures by older children: to younger pupils in classroom and assembly
- Study recitation: topics read aloud, discussed points located, additional material offered by teacher and pupil—6a
- Contour maps: read and made-7b
- Outline maps: industrial and agricultural areas indicated in colors—7b,
- Interpretation of picture in text: in class by pupils-8b
- Reading matter illustrated: with maps drawn by pupils —7b
- Proof of assertion required: South American export of beef is explained by comparing total output with size of country and population—7a
- Problem solving: given Brazil's soil, climate, rainfall—what might be grown, what is grown, why the difference?—7a
- Outside reading and experience: of pupils and teacher used as part of recitation
- Current magazines assigned: many pupils subscribe in addition to subscription by class—5a
- Museum of Natural History: visited, essays and drawings required, loans secured
- School museums: built up by pupils and teacher

Science via Seeing and Doing

Frogs' eggs: hatching being observed-K

Dyeing: sumac berries, hulls of black walnuts, etc, ground in mortar; dye made for yarn, cotton, etc; modern methods of dveing also taught—2a

Weight of escaping steam: sugar, water, plums cooked for canning; weight before and after cooking—2a

Electricity understood: boy found alone in laboratory experimenting with gravity cell—7

Visitor: What must one have in order to make an electric cell?

Boy: Two different metals, an acid which works on the two unequally and a depolarizer

Visitor: What do you mean by a depolarizer?

Boy: Something to take up the hydrogen bubbles that are formed on the negative plate. Otherwise the free hydrogen will not only keep the acid from acting on the plate, but will start electric force in the other direction, and tend to stop the current

Expansion proved: apparatus made by boys; pointer so arranged that if metal over Bunsen burner expanded pointer would force electric connection and bell would ring

Good teaching: three boys in one corner of room, rigging up wires to connect an electric bell with a cell; in another corner another group experimenting with a galvanometer; in another, group trying to get a spark out of an induction coil

Instructor to visitor: The trouble is that their current is too weak. However, they must find it out themselves. (to the boys) What's the matter, boys?

One boy: Connections not tight

Instructor: Test them—They did so. Ten minutes later visitor found coil sparking. Trouble had been rectified without teacher's help

Moving pictures and stereopticons: classes and auditorium

Expansive power of steam: proved by popping corn and chestnuts

Tests of foods: used in homes and in school lunch rooms

Practical emphasis: disinfectants, bleaching, photography, paint, soap, etc

Best method of teaching science studied



SCIENCE STUDY IN PARK GREEN HOUSE



Cut loaned by board of education



Outlines: main points in topic written upon board by pupils in especially fine form—5a

Topical recitations: emphasized; recitations a series of speeches by pupils—5b

Quizzing by classmates: boy called upon to discuss Missouri Compromise: questioning hands of members class went up; boy reciting nodded to a pupil or called him by name; questions asked; boy responsible for discussion obliged to answer any question put to him; lively give and take; teacher an onlooker only-6a

Pronunciation: difficult proper names taught before material is studied—6a

Ouick review: date on one side card: event on reverse side; one side shown, other recited—6b

Current events: comparison made between blockade of Civil War and present blockade of Germany by England-6b

Maps: historical events located, discoveries routed, campaigns followed

Debates: opposite points of view, historical and civic Scrapbooks: kept by each pupil; material used proved legitimate by showing its relation to subject matter ---6b

Art for Life's Sake

Scenery for play: made by boys in upper grades

Commercial drawing: envelope design with place for address—HS

Enormous poster: whole side of classroom covered with material that will take paint easily. Upon hanging lift stretching the width of room each semester the two best workmen in the class paint a huge advertising poster. Others in class do work of same character but upon cardboard—7, 8

Would any one buy that bowl?: question put by one of class in criticism of a poor blackboard drawing —3b

Easter hats: exercise in form, originality and color-5b

Lettering: quality of commercial value—6b



Photograph loaned by elementary school

DRAWING FROM "LIFE" IN THE MUSEUM OF NATURAL HISTORY

Working drawings: every drawing paper a business recommendation—6a

Illustrative work: school publications, posters

Position obtained: because of excellence of lettering appearing in design in school publication—8b

Industrial art survey: each one of 10 teachers of art in industrial high school permitted to spend one month in field, surveying industrial art opportunities open to women

School Art League: community organization; visiting teacher gives talks in different school each morning; in afternoon takes classes to art museums

Mural decorations: growing feature of high school decoration

Loan exhibitions: from art galleries and private collections

Adaptive course of study: work for different schools planned with respect to aim of school and characteristics of pupils



Photograph loaned by Art Museum
ART STUDIED IN ART MUSEUM



Cut loaned by board of education

School Gardens

"Compass" flower garden: planted by kindergarten
School with no space for garden: takes prizes for gardens nevertheless. Every class has its wooden box along yard wall—tiny plots are taken from playground—gardens hang from roof—windows are filled—home gardens encouraged

Dump heap reclaimed: \$60 for dirt raised by school "parties"—neighborhood helped prepare ground

Vacant lots: secured and beautified

Roof gardens: greenhouse on roof of high school; experimental botany carried throughout the year

Observation plots: for rare products—flax, cotton, sugar-beet, castor bean, etc

Domestic science gardens: parsley, radishes, and lettuce raised in window boxes in domestic science room

Vegetables used: grown in school garden, used by cooking classes

"Quick growers and usable by end of year": planted—beans, Swiss chard, onions, radishes

Overtime instruction: given by principal or teacher in germination and science

City park lands utilized: for one school garden—five



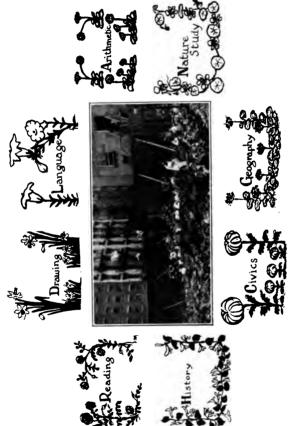
Cut loaned by elementary school

Home gardens: inspected in windows, on roofs—alas! even on fire escapes. To save teacher-inspectors the "tenement climb" children often "bring the garden down"

"Move to the country": often the result of family interest in school garden

Vegetables taken home: when harvested in September, after exhibit and award of prizes

Bringing country to city: "A passerby would think it a country vegetable garden"; "a beautiful garden planted by a landscape gardener—privet hedge, round flower pot in center, ivy covered wall, etc"—was written of two school gardens in most congested district "where there was no room"



CORRELATION OF SCHOOL GARDENS AND THE COMMON BRANCHES

Correlation of Subjects

Arithmetic-English-Gymnastics: vigorous rowing, counting by 2's to 50. Landed. Teacher: "What happened?" "I landed on the other side of the river. On a tall building was printed 8 and 6 are 14"—2b

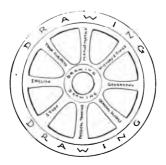
Arithmetic-English: dreams about assigned numbers: "I dreamed that it was Christmas and Santa Claus came down the chimney and brought me two boxes of candy. One box weighed 8 pounds and the other weighed 4 pounds. I had altogether 12 pounds"—2b

Arithmetic-gymnastics: records in gymnastic contest reduced to percentages—5a, b

Reading-music: sang, dramatized and read Little Miss Muffet-1a

Letterwriting-civics: letter complaining to tenement house and other departments of neighborhood or tenement conditions needing correction—6b

History-current events-geography: liberal use of European war to explain results of earlier history and vice versa; Mexico of 1916 related to Mexico of Cortez and Diaz—4b



Visual Instruction

Moving pictures: places, events, stories

Illustrated lectures

Stereoscopic views: geographic and industrial

Maps, charts

Pictures: collections; scrapbooks

Colored chalk: corrections of errors in blackbox

work

Museums and zoo: animals, armor, architecture, etc

Scientific observations: seeds planted in glass conta ers close to side; process of growth visible

Class collections of specimens: botanical, industrinatural

Excursions: for purpose of seeing objects of interes

Wall charts: containing important dates, essentials, rections, quotations

Illustrations: for literary selections

Traveling collections: birds, minerals, molluscs, inse Observation: natural phenomena; clouds, rivers, stor

Pictures in texts: used to vitalize study of subject

Postcards: foreign and home scenes

Sets of pictures: public libraries

Art museum: visits, loan exhibits

Dramatization: extensively used

Large use of blackboard: assignments usually writ on paper, written on blackboard instead—easier teacher to follow up; time saved; responsibility

child greater

Assemblies

- Pupils in charge: initiative developed
- Singing: chorus 600 boys; 800 in mixed voices; solos, duets, quartettes
- Musical organizations: vocal and instrumental; orchestra, band, glee club
- Victrola day: one selection each chosen by seventh and eighth grade classes; basis part of oral and written English work during week; at assembly pupil gave relevant information regarding each selection
- Dramatization: play by street cleaning department (girls) Moral: Keep the building clean and free from refuse, do not clog up drain pipes
 - Talks by outsiders: frequently given; civic, moral, vocational, etc
 - Parents and public invited: to exercises by children, teachers and outsiders
 - Competitive exercises: gymnastics, music, reading, arithmetic
 - Visitor introduced to assembly: by girl mayor; introduction would do credit to grown-up in public life
 - Extemporaneous speeches: pupils called upon by principal
 - Moving pictures, and stereopticon talks
 - Instruction: in civics, health, economics
 - Arithmetic: relay races and competitions, rapid drill in mental processes
 - The greatest melting pot

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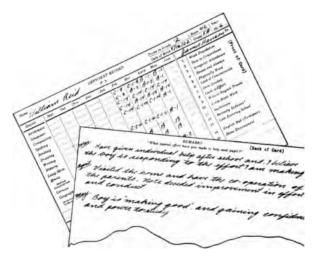
Acceleration—Individualization—Retardation

Age-grade-progress charts: used by teachers to ide tify pupils needing special attention because of 1s entrance, previous non-promotion, or special abil to advance

Half grades and half years: counted in finding overage retardation or acceleration

Far more time: gained by bright pupils—double a rapid promotions—than is lost by backward pup—non-promotions. Some do two and a half grac in one half year; others do three half grades in thalf years

Classes divided: each child competes with his approximate equal—is not demoralized or discouraged either notable superiority or inferiority—works his own limit—still derives whatever benefit con from being in the midst of superior ability or ferior ability or both



In one school—February 1916

10 graduated, of whom 25 did double work for 3 terms 8 did double work for 2 terms 14 did double work for 1 term

Demotion: being tried (by special arrangement since contrary to by-laws) for pupils whose "weighted" report for a month is 500 or less (1,000 attainable)

Prial promotions: extensive; after one month if weighted report reaches 950

Experiment: from fourth grade up teachers plan work as though term 10 weeks instead of 20; ground covered in 10 weeks; exams as exacting as regular exams for 20 weeks' work; pupils ranking 80% or better in all "important" subjects promoted; others start again at beginning spending next 10 weeks in review. Promoted pupils go through advanced work with slower portion of next class above. If they fail at the end of 20 weeks they stay on another 10 weeks (or 20) in the upper grade. crowding or straining. Pupils merely given chance to find their own level and go their own pace. Apparent result: in force two years. Failures fewer than under old plan. Rapid promotion pupils cardindexed; careful record kept of standings, progress and health. Between 20% and 23% of the pupils are promoted at the end of 10 weeks. A number of pupils had even covered work of four years in the two years. One such pupil ranked 82% on his monthly report in the eighth grade. Only one pupil of those who were promoted at the end of 10 weeks had eventually made slower than normal progress. Teachers assured that their rating did not depend upon number of extra promotions



PUPILS TEACH PUPILS

For special weaknesses: overage—and other backwa types—segregated or special classes organized; stjects in which strong enough taken with regusections; academic work in morning, industrwork in afternoon; arithmetic taught by way industrial arts; doubling in backward subject a reducing in subject in which pupil excels, e. g., pupil taking 6a and 5a, perhaps also 4a arithmet: groups within class units are shifted; specially e pert teachers are assigned; small groups are taug around tables. etc

DEPARTMENT OF EDUCATION THE CITY OF NEW YORK

The following exhibit shows-

 (a) The number of classes that were inspected and examined during years specified;

(b) The estimates made or results obtained;

(c) And a comparison of these estimates and results to show the prog

made-

PROGRESS FROM 1915 TO 1916

| SUBJECT | CLASSES EXAMINED | | AVERAGE PER CENT. | | NUMBER BEFIGIENT | | PER CENT. EFFICIENT | | PER CENT. |
|-------------------|------------------|------|----------------------|------|---------------------|------|------------------------|------|-----------|
| | 1915 | 1916 | 1915 | 1916 | 1915 | 1916 | 1915 | 1916 | |
| Spelling | 335 | 353 | 95.2 | 95.3 | | | | | . 1 |
| Etymology | 52 | 51 | 82. | 83, | | | | | 1.2 |
| Meaning and Use | 70 | 97 | 86. | 85.2 | | | | | .9 • |
| Grammar | 120 | 118 | 71. | 74, | | | | | 42 |
| Arithmetic | 789 | 738 | 75.2 | 78.6 | | | | | 4.5 |
| Reading | 678 | 631 | | | 65 | 34 | 90,4 | 94.6 | 4.6 |
| Writing | 1260 | 1304 | 7 | - | 60 | 40 | 95.3 | 96.9 | 1,6 |
| Composition | 943 | 945 | | | 14 | 15 | 98.4 | 98.4 | same |
| Geography | 143 | 145 | | | 4 | 1 | 97. | 99.3 | 2.4 |
| History | 119 | 116 | | | 1 | 6 | 99. | 94.8 | 42 * |
| Nature Study | 110 | 110 | | | 7 | 5 | 94. | 95.4 | 1.4 |
| Elementry Science | 16 | 16 | | | 0 | 0 | 100. | 100. | same |
| Music | 325 | 240 | | | 5 | 6 | 98.4 | 97.4 | 1, * |
| Drawing | 1269 | 1304 | - | | 22 | 11 | 98.3 | 99.1 | .8 |

Decrease.

JUNE, 1916.

District Superinten.

NOTE — In 1915 I tested in reading 15,861 children, of whom 1431, or 9.2 per cent were deficient. In the number examined was 15,196; the number deficient was 1172, or 7.7 per cent. Increased efficiency, 1.6 cent. This is a more accurate test than a comparison of classes, which shows a gain of 4.5 per cent.



Preparedness against Failure

One day behind is counted as retardation: immediate attention given by class teacher, special teacher, or "big brother"

Physiological age: found a helpful basis for classifying both grammar and high school pupils

Pupils regrouped: within classes every few weeks

Adolescents: grouped into unit classes

"Making up": one day a week set aside as "make up" time for lagging high school pupils

Special help: prevocational graduates coach backward children in their school at principal's invitation

"Immediate attention is necessary to make promotion possible": stamped over that part of the pupil's monthly report card where parent must sign his name

Personal follow-up by principal: of children who are "straggling". Teachers must promptly report children to principal who visits class, studies pupil at office, has groups recite to him, suggests methods to teacher

Clearing time for difficulties: last half hour in day

- Minimum essentials: "home made" and "store"—drills for the backward
- Homes visited: by class teachers for causes of individual difficulty. (A policy disapproved by some principals who urge instead the use of attendance officer, school nurse, or "visiting teacher" of which there are now six)
- Effort graded: when a pupil who could do 90% work is satisfied with 80% a notice goes home complaining of lack of application
- Education through the senses: to correct academic weaknesses—more shop or manual training, or a special room for first two grades with tables, movable chairs, apparatus, hand work, etc
- Cause of weakness: broken up into elements and attention given to the "kink" rather than to the whole subject-chain
- Ten days after "Regents exams": formerly wasted, now devoted to intensive review of one subject for each high school pupil—three lessons a day plus study periods. Proficient pupils do "anticipation"—next term's—work. 1,200 pupils either made a new subject or passed a failed subject which means over 200 years saved out of less than four years of "waste" time
- Work of previous grades: tests given by principal, teachers required to review
- Reports to principal: written report on tests required stating: 1. Weaknesses. 2. Reasons for weaknesses shown. 3. Suggested methods for overcoming weaknesses

Special Praise Card

WILL-and you CAN
THE BEARER OF THIS CARD
.....of Class.....

| has | earned | the | special | praise | of | his | teacher | because | of |
|-----|--------|-----|---------|--------|-------|---------|---------------|---------|-------------|
| | | | | | • • • | • • • • | • • • • • • • | | • • • • • • |
| | | | | | d | | | ر | Feacher |

The holder of this card will report with it to the office of the principal on the......floor, Friday at 12 o'clock, noon

| Deficiency Card |
|--|
| My Dear |
| Your son, daughter,, has not been doing satisfactory work in the following particulars: |
| *************************************** |
| Unless there is an immediate improvement, I shall be com- Delled to take further steps. Please give your careful atten- |
| tion to this matter and lend us your assistance. I shall be glad to see you personally any school day after ten o'clock, |
| to talk over the situation. When you call, please present this card. If you cannot come, please sign this card on the |
| Other side and send it to me. |
| Date Class Sincerely, |
| Principal |

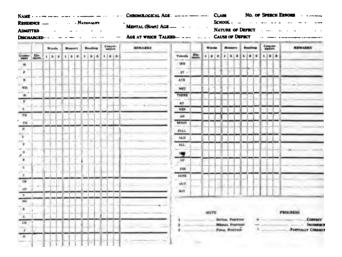
Another Request for Parents' Help

| | regret I must inform you of | |
|-------|---|----|
| | onduct in schoole has been reported to me | - |
| I hav | ve been obliged therefore to withdraw h from h until you call in regard to h reinstatement. | |
| | Respectfully, . | |
| | | |
| | Princip | a1 |

Speech Defects Analysed and Corrected

Speech defects: analysed by children with aid of mirror; then conscious attempt to correct defect; used for natural speech defects and for foreign speaking children; groups from several grades meet different hours of day; one school and teacher used for center for children of several schools and for training teachers

Progress charts kept: from beginning difficulties carefully analysed and recorded



Attendance: Competition for Honors

Increasing tendency to expect "social" rather than "police" duty of attendance officers

Publicity for perfect attendance: prompted by two newspapers which print monthly honor roll

Out of 76 days schooling (May 1916) 20 classes had 72 days 95% perfect attendance, 11 had 100%—less than one child absent daily for two classes

| Week ending | Number Sessions to date | of days 100% attendance |
|----------------|----------------------------|----------------------------|
| 11-26-15 | 51 | 50 |
| 12- 3-15 | 56 | 55 |
| 12-17-15 | 66 | 64 |
| 1-14-16 | 81 | 74 |
| 1-28-16 | 91 (full t | erm) 84 |

*Edward Ryan, who entered school at six, has been at public school for eight years without ever having been tardy, absent, or excused, or having missed any part of any school session in any way for that entire period"

Overage: girls held by industrial work—one school's increase 85% to 95%

Principal himself visits homes: whose children begin to attend irregularly

Each school's attendance record: published in superintendent's annual report

Truancy: a school of 750 boys (near a beach and open field) had but four cases of truancy in seven months—none for more than one-half day. Immediately after nine and again at one the name of every pupil whose failure to appear is not thoroughly understood is sent to the principal's office. A teacher or the janitor's assistant starts at once with the addresses of absentees. If the absence is due to truancy the parent learns of it before the child's return. The offending youngster is much more likely to receive "home attention" than if the matter is not discovered until some time later. When the pupil returns to school he must make up (by extended sessions) the time and the lessons missed There is no deviation from these rules

Unfortunates Found and Taught

Special report: a few subjects touched on-

Ungraded (mentally atypical) classes

Needs of the department New classes Medical inspectors Summary of work undone Imperative needs

Open air classes

Classes for tubercular children Anemic children Scope of work Teacher as social service worker Open window classes

School for the deaf

Degree and causes of deafness Physical welfare Mental growth Poor accommodations The future

Classes for crippled children

Visiting teachers

General purpose Method of work



Photograph loaned by Neponsit hospital SEA AIR HOSPITAL CLASS: BONE TUBERCULOSIS

Zest for Physical Training



Photograph loaned by elementary school BARREL RACE

Every boy must learn to swim before graduation: rule in several elementary schools

Cumulative posture records: tests made each month in posture in standing, marching, exercise

Athletics and scholarship: squads competing in athletics compete in scholarship. Highest honor to best average

Between-class gymnastics: two minutes; almost universal

Chinning in classrooms: bars across doors

Concentration games: between-class exercises. Number called for certain commands requiring movement; failure to respond forces pupil out of game

Contestants in athletic meets: specially examined for signs of physical weakness

Folk intering by myst women in trythome expression, all practs in many sensors and in several high sensors.



Frankrich wasel by elementary school

FOLK DANCE BY BOYS

Gymnastics under difficulties: 73 boys, classroom for 40: no confusion

No exception: bells for between-class gymnastic exercises. Every child in building stands at second bell without signal from teacher

Physical training for deaf and blind: work of deaf compares favorably with best in city. Blind in most cases overcame general attitude of disability and timidity

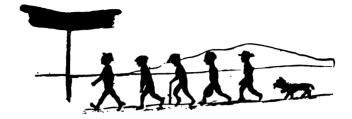
Indoor elementary school athletic meet: 2,084 entries

Athletic records broken: 38 during 1915

Interclass basketball teams: increased in one year from 1.439 to 2.194

Swimming: attendance 160,050

Chinning: class athletics, 65,915 boys competing



Walking clubs: long hikes to points of interest; medal to boys covering 50 miles or more within two months; other medals for evening high school boys walking 13 miles

Experiments, department of physical training: relation of physical defects to truancy; relation of posture to deportment; good posture 25% better in manual training, 8% stronger; bad posture 350% greater absence

Individual defects remedied: children examined, physical defects listed; exercises for correction given and child shown how to make personal effort

Organization of large class: free play until bell rings; instantly 180 boys in places indicated by small numbered circles on floor; general exercises while absences noted; games and exercises for period posted; three squads—pupil captain—took places indicated by program; signal, squads change places; three different games or exercises for all

Independence of children tested: intricate folk dances, no commands, music indicating change of dance, several dances, no errors—3b

Physical evils, different trades: vocational school analyses dangers in each trade and prescribes corrective exercises for them. Example: trade might overdevelop chest, underdevelop legs; exercises to develop legs given; no chest exercises needed



Outdoor gymnastics: sweaters and caps in cold weather

Scores kept: squad captains keep points made by each girl in all exercises; relative standing at any time

Girl umpires: girls in training for teachers learn to act as umpires for boys' games

Running: physically able in one high school required to run around block, 630 yards, in following time

first year.....2 minutes, 10 seconds

second year . . . 2 minutes

third year.....1 minute, 50 seconds

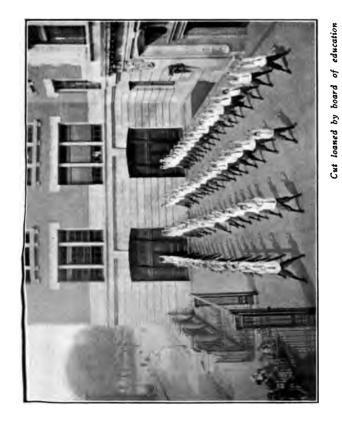
fourth year....1 minute, 50 seconds

"Every child in athletic training": the ideal almost here
-425,000 entries in competitions, 1914-15; 154,000 in
class entries

751 teachers in after school classes in methods of athletics, 350 obtaining certificates of proficiency







| grade, | |
|--------------------------|------------------------|
| d factors: | |
| based on physiological | |
| based on | d weight |
| classification, | age, height and weight |
| Ē | 8 |
| school | |
| An elementary school ath | |
| An | |

| | 9 13'1 or over 5'3 | | 6 | 13'1 or over 5'7 '' '' 130 '' '' | | E 34 or over |
|---------------------------|---|---------------------------|--------------------|---|---|--|
| | ., | | | | p line) | D 30–33 |
| ARS | 8 6B 12.1-13 5'-5'2 95-104 | ARS | 88 83 | 14'1-15 5'4-6 120-129 | 6 (see top line) 5 7 | c C 26-29 |
| I5-6 YE. | 7 6A 11,7-12 4'9-11 85-94 | N-7-8 YE. | 7 8A | 13.7-14 5.1-3 105-119 | for Grade "Age "Height | lents 2 B 22-25 |
| JUNIOR DIVISION—5-6 YEARS | 6 5B 11'1-6 4'6-8 75-84 | SENIOR DIVISION—7-8 YEARS | 6 7B | 13'1-6 4'9-5 90-104 | | Sum of Exponents A Up to 21 |
| JUNIOR | 5 5A 10'1–11 4'3–5 65–74 | SENIOR | 5 7.8 | 12.1–13 4'8–8 75–89 | LE—Boy in 5B—Exponent Age 10'-6 Height 4'10 " Weight 84 lb. " | |
| | 4 10 4,2 64 | | 4 | 14 4'4 74 | EXAMP | CLASS or and Junio |
| | Exponents Grade Age—up to Height—up to Weight—up to | | Exponents Grade | Age—up to Height—up to Weight—up to | | CLASS (Same for Senior and Junior Division) |

Correlation of Athletics, Physical Training and Hygiene: Division Report

Hygiene

Instruction in hygiene
Teachers' examinations for physical disabilities
Cooperative experiment with the board of health
Hygiene of the eye
Pupil organization for school hygiene
How to safeguard the health of the child—for parents.
Lectures on first aid
Sanitary floor dressing
Tests of vitality and school fatigue
Dental hygiene week and toothbrush day
School Health News

Physical training

New syllabus

Double sessions

Special teachers

Normal instruction

Class competition in health

Posture

Vocational schools, prevocational schools, high schools, evening high schools

Physically handicapped children, deaf, blind, crippled, pretubercular

Athletics

After school athletic centres Standard activities—boys, girls



Everyday Practice of Hygiene

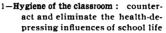
- Medical inspection clinics: eyes, teeth; conducted by board of health in cooperation with board of education
- Teachers trained to make physical tests: one school 42 teachers examined 1,648 pupils; 68% defects; 28% of these "terminated" in average time of six weeks; 20% of all defects cured or substantially improved. In addition 157 children have promised to be treated during summer. Compares favorably with results of medical inspection in various cities where follow-up has been pursued for six months or year. In other schools results similar
- Dental hygiene week: emphasis in various ways upon need for attention to teeth, ending Saturday with dental hygiene field day
- Tooth brush day: 400,000 children brought tooth brushes to school and practiced the tooth brush drill
- Vision and hearing: teachers required to make tests annually
- Pamphlet for parents: How to safeguard the health of the child—distributed by school
- Shower baths: installed in a number of schools; used to their limit
- Open window classes: 24 out of 32 classes; one closed window class in each grade for special cases
- Open air platform: school grounds; general school exercises held here except in bad weather
- Rooms on court: kindergarten and other rooms arranged in this way
- Physical equipment: chairs instead of fixed seats, movable desks, electric fans
- Cardiac trouble and retardation: study by principal and teacher; 52 cases found—confirmed by physicians—only 8 previously reported altho e. g. 7 undiscovered in 8 years, 9 in 7 years, etc, 6 in 5 to 9 schools; over half had lost 1 to 9 years; special classes for cardiac cases urged
- Home conditions studied by teachers; a, b, c, d, doubtful grades,—as to health and opportunity; years in country; parents living; nativity; results used as guide in helping pupils



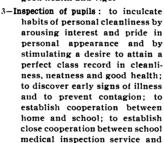


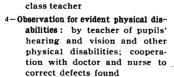


Experimental Syllabus in Hygiene



2—Instruction in hygiene: inculcate habits of cleanliness and care of the body, in order to promote good health and vigor









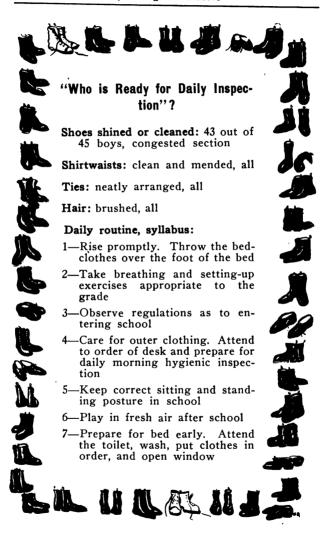








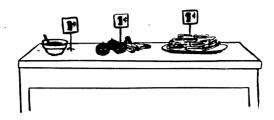








Cut loaned by elementary school



Penny Lunches

New York School Lunch Committee: cooperates with board of education

Locations: elementary schools in poor neighborhoods

Typical food trays: cost three cents-

| Vegetable soup | 85 | calories |
|----------------|--------------|----------|
| Egg sandwich | | |
| Rice pudding | . 108.76 | calories |
| Total | 429.76 | calories |

Medical examination of food handlers: blood tests made and throat cultures taken of all employees

Central kitcheńs: autos rush food to schools in heat retaining receptacles

Kosher kitchens: rabbi inspects food preparation in Hebrew neighborhoods

Children from other schools: no lunch served, come to school in which lunch is served

Children of working mothers: penny lunch service; inadequate space for others

832,444 portions served for 832,444 tickets given gratis = \$8,324.44 value

4,900 average daily number paying for lunch; 3,000 average daily free

High School Lunches



Drawing loaned by high school

High school girls run lunch room at profit as part of domestic science work

School organization: many controlled by pupils with faculty advice; food at cost

Typical bill of fare:

| a biii oi iuio. |
|---|
| Tuesday, May 9, 1916 |
| Cream of farina soup |
| Two oatmeal muffins5cApple and nut salad5cStewed rhubarb5cHomemade Charlotte Russe5cStrawberry short cake8cHomemade raisin pie5c |
| Strawberries and cream 8c Jelly 5c Custard 5c Ice Cream 5c Baked apple and cream 5c Peaches 5c Sc Milk 5c Sc Milk 3c Cocoa 3c No charge and no limit for bread and butter |









Pupil Self-government: Many Forms

School city School state School nation Roman city

School republic

Classes organized as clubs: often with class heroes to be studied and emulated. If a member is troublesome the principal reports to the club president

Over 200 schools have pupil clubs for protecting and promoting health of pupils and neighborhood

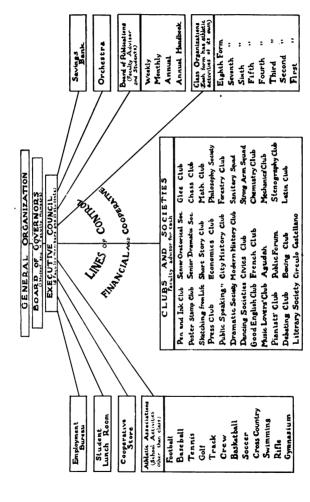
Honor medals: awarded by clubs

Discipline in absentia: complete order in absence of teacher in classroom and study hall



Loaned by elementary school GIRL POLICE

- Pupil police: keep order in lunch room, corridors, fire drills; prevent smoking, gambling, obscene pictures, cutting recitations, "beating" the subway stations; in charge of locker room
- Safety squad: elected by pupils to patrol street crossings for 15 minutes before and after school
- School Service League: high school, assists in disciplining, keeping blackboards clean, preventing litter, checking tardiness, etc
- Fire drill: in charge of pupil officers
- Monitor system: extensively used
- Discipline in school shops: maintained by boy foremen elected by class
- Assembly exercises: conducted by pupils who introduce speakers, hear motions, decide questions of procedure, etc—grades, HS
- Legion of Honor: wall of fame: school legislature may vote that certain boys have deserved well of the school through untiring devotion to its honor and welfare. After boy has received the unanimous vote of the legislature he must also receive unanimous commendation of committee of three teachers and must then face principal's veto. Successful names are emblazoned on a shield and placed in the permanent hall of fame on the walls of the school. If a boy is rejected once he may be brought up again
- der of merit: for four weeks—won by the five classes having the fewest cases of tardiness, disorder or "straggling" for the month. (A pupil is recorded as a "straggler" who is not in his room at least 10 minutes before the bell rings for tardiness.) Members of these classes wear ribbons—the school colors. One class during the month of March did not have a single case of any one of the three. Graphs are posted marking the daily percentage of punctuality. A motto above them reads. Watch us Rise



TRAINING FOR DEMOCRACY IN ONE BOYS' HIGH SCHOOL

Arista League—Boys and Girls

- Prespose: honor society of New York City high schools Application for membership: I, the undersigned, wish to become a member of the Junior Arista of High School. I agree to be active in the interests of the school, to keep a high record in scholarship, to be manly in my conduct, and to perform cheerfully and reliably any tasks assigned to me for the benefit of the school. In case I am unable to do the work assigned me at any time, I promise to make adequate provision to get it done properly. I promise that I will never be unworthy of any trust or re-
- M embership: open to all who fulfill and maintain following requirements

sponsibility placed upon me

- Requirements in boys school: (1) high scholarship—no failures for two or more consecutive terms; (2) excellent discipline record; (3) exemplary character; (4) election by two-thirds of assembly (pupils) and majority of senate (faculty); (5) executive ability and service to school—each candidate must give evidence that he has rendered appreciable service to the school in at least one way for every term he has been in school prior to his application for membership—record printed on ballot
- Character tests in girls school: (1) thoroughly trustworthy? (2) kindly toward and thoughtful of others? (3) earnest and persevering in studies and work? (4) helpful in attitude to teachers and school? (5) refined in tastes and manners? (6) neatly and tastefully dressed? (7) obedient and observant of the rules of the school? (8) uniformly cheerful, and does she take criticism or correction in the right spirit? (9) a positive force for good in the school community? (10) punctual and regular in attendance, in handing in work and in making it up? (11) generous and careful of the rights of others rather than selfish and grasping? (12) Does she say mean things of others or listen to those who do? (13) free from impertinence of word or manner? (14) does she refrain from communication whenever it is forbidden? (15) is she unusual, distinctly above the average, or merely average?



GIRLS' HIGH SCHOOL-POSTER

Automatic Good Manners

Automatic courtesy: toward elders and visitors is taught defectives—and non-defectives too

To the "stranger within the school": pupils hold themselves responsible for help and courtesy

Social functions: initiated clubs for learning polite usage and behavior, as at afternoon teas in model flats, receptions to alumnae twice a year

Above college men and women: in social opportunity and attainment, in politeness and automatic "good form"—pupils of several elementary and high schools

Good Manners Club: in congested district. At close of regular school day, with practically all girls (no boys in this class) remaining in their seats one girl went to desk and called to order the Good Manners Club. Secretary read minutes of last regular meeting, revealing fact that "chivalry" had been topic discussed. After a slight correction of minutes, program of the day went forward. "The way you eat, speak, etc is part of your manners, so everybody has some kind of manners"—one girl's definition. Another girl enumerated kinds of bad manners:

pig manners bear " donkey " cow-in-the-parlor manners rooster manners interrupter "

Several girls defined and illustrated each variety. Chairman announced that the subject for next week would be how to use one's voice. Adjourned.



RECEPTION: to graduates of school. All conventionalities observed

How School Headquarters Helps

- Commissioners give time: 1/3 to 1/2 time including holidays and evenings; 8 to 14 hours weekly directly, 2 to 20 hours indirectly, average 14 hours weekly; 2 to 16 hours directly each week, 6 to 14 indirectly, average 15 hours (highest amount reported)
- Local board members give time: 5 to 20 hours directly each week, 5 to 25 hours indirectly; 4 to 12 hours directly, average 6 hours, 2 to 6 indirectly, average 3 hours, total average 9 hours
- Advance steps due to local boards: stricter accountability of janitors for cleanliness of building; assisting pupils who leave school to secure jobs; organizing parent-teachers
- Recent advances due to board of education: teachers' council; modifications of course of study; division of reference and research; experiments with Gary and prevocational plans; greater encouragement to fitting school work to local needs; model flats; assumption by board of obligation to base action upon information; increased cooperation with the board of estimate and apportionment which votes the funds; etc., etc
- "Out in the field": one division superintendent who refuses to allow mail and telephone calls precedence over field work

Primary attention was given to schools. No effort was made to study headquarters. What is here noted was caught in passing—I. P. S.

Division of Reference and Research

Responsible directly to board of education

- Functions: 1—Bureau of complaints: follow up until action is taken, report disposition of case
 - 2—Bureau of information: for board of education, supervisory or teaching staff, general public
 - 3-Compilation: existing educational data
 - 4—Bureau for special investigation and report: on matters referred by board of education or its officers
 - 5—Bureau for research: confirm existent and discover new tests or standards
 - 6—Cooperates: with teachers' council

Age: two years last birthday

Questionnaires: answered re 37 subjects

Inquiries: 1,427 persons taken care of in six months

Publications 1914-15:

- 1—Teachers' year book of educational investigations— 1914
- 2-Material for arithmetical problems-1914
- 3—The school lunch service—
- 4—Examining, selecting and training teachers—1914
- 5—Semi-annual report of the division of reference and research—July 1914
- 6—Teachers' year book of educational investigations— 1915
- 7—Assignment of assistants to principals and clerks in elementary schools—1915

- 8—Assignment of first assistants in high schools—1915
- 9—()rganization of classes in elementary schools—1915
- 10—Report on the organization of the board of education and its committees—1915
- 11—The school and the immigrant—1915
- 12—Semi-annual report of the division of reference and research—July 1915
- 13—Teaching elementary scienc in elementary schools-1915

Annual Report by and to City Superintendent

- 1. Issued to press and printed in 14 instalments—separate sections at different times
- 2. Index
- 3. Table of contents
- 4. Diagrams
- 5. Photographs
- 6. Weaknesses listed
- Corrective steps listed
- 8. Responsibility charts
 9. Advance steps listed
- 10. Experiments listed, described, summar-
- 11. Recommendations listed, short paragraphs
- 12. Cost given of proposed action
- 13. Typographical aids used—changes of type, blocked or center heads, indentation, numbered paragraphs
 - 14. Square challenge of policies urged by board or fiscal body
 - 15. Direct appeal to public-facts, argument

- 16. Comparison, frequent, with %, occasion ally inc. or dec. shown without printing, previous year's totals
- 17. Summary of facts, each school, whole time, part time—grades—special equipment—% under age, normal, over age, capacity, regular, emergency, leased—avg. register, avg. attendance, by days, number groups, 5, 5.14, 15.29, etc.—% each group
- 18. Failures by subject by high school,

8

19. Dropping out studied, explained

Non-promotions-causes tabulated

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- 21. Night sessions: attendance by day groups 5, 5-14, 15-29, etc. --% each group—aims, state exams, college, civil service, continuation, learn trade
- Economic values of courses estimated
- 23. Teachers' or principals' letters quoted
- 24. Investigations described, results sum-
- 25. School "high spots" specified and commended to teachers

Principals' Efficiency: Official Proposal

Dates of school inspection.....Amount of time each date......

| | Excellent: | | l | Poor: |
|--|-------------|------------------|----------|----------|
| 21 aspects of principal's | much | good: | Good: | below |
| management | abore | above average | average | averag e |
| many or a second | - uttruge | uterage | | ·—— |
| 1. Results of principal's man- | | | | |
| agement as found by testing | | | | |
| pupils; enclose as part of the | ļ | l | | |
| record the actual tests made | | | | |
| and the results for each | | ¥' | | ' |
| 2. Habit and provision for carry- | | | | l |
| ing out requirements of the | | | | |
| board of education and in- structions by the superin- | | 1 | | ! |
| tendents | | | | •/ |
| 3. Method of filing instructions | | V | | 🗸 |
| 4. Direction of plans of teachers | *********** | / | | |
| for school work | r. | l | | |
| 5. Record of class inspections and | | | | |
| examinations | | | ı | |
| 6. Record of conferences with | | | | |
| teachers | | l | | ŀ |
| 7. Provision for instruction of | | | | 1 |
| newly appointed teachers, of | | | | |
| substitutes and of teachers | | l | | |
| whose work is weak. His | | | | i |
| record of assistance to such | ¥' | | l | l |
| 8. Promptness and accuracy in | | | | |
| reports | | 1' | | l |
| 9. Economy and care as to books | | | | |
| and supplies | | | 1/ | |
| 10. Condition of building, reports | | | , | |
| of damage and need of re- | | | 1 | ĺ |
| pairs, cleanliness, adornment | | | | 1 |
| of rooms and halls, heat and | | | | 1 |
| ventilation, supervision of | | | | |
| janitor | 1 | | | |
| 11. Fire drills | | ٧ | | |
| 12. Punctuality, attendance | | 1 | | |
| 13. Records of punctuality and | | ł | ١, | |
| attendance of teachers | | | √ | |
| 14. Records of punctuality and | | | | |
| attendance of pupils 15. Management of grading and | | | ····· | |
| promotions | | | | |
| 16. Discipline and spirit of | | | | |
| school (give details) | | | | |
| 17. Recesses, games, athletics, etc | | V | | |
| 18. Use of libraries | | | V | |
| 19. Patriotic exercises | | | | |
| 20. Contribution of suggestions of | | | • • • • | |
| benefit to school system | | | | |
| 21. Special excellencies or de- | | | | 1 |
| ficiencies-not listed above | ١ | | ١ | l |

Pupils' Efficiency: Official Proposal

Certificate for Employers or Schoolmasters

He has attended school 15 days since thirteen birthday. (For pupil under 14 years)

He attended school......days during the past 12 months. (For pupil over 14 years of age)

| His habit record is: | Excellent: much above average | Very good: ahove average | Good: average | Poor: below average |
|--|--|-----------------------------------|------------------|---------------------------|
| Legible handwriting | | | v | |
| Neat work | 1 - | | | |
| Arithmetic, accuracy, reasonable speed | v | | | |
| Business forms | | ļ <u></u> | √ | <u></u> |
| Ability to compose a | | | · | |
| grammatical letter | 1/ | | | |
| Spelling | | | | |
| Reliability | i/ | | | |
| Industry | V | | | |
| Care of person | | V | | |
| Manners | | V | | |
| Punctuality | <i>\</i> / | | | |
| Initiative | | ····V ····· | | |
| Hand work with tools, | | | | |
| use of simple ma- | | | | |
| chinery | | | | √ |
| | · | | <u> </u> | |

| Employers | are | earnestly | rec | juesto | ed to ke | ep ti | his record | on file | and | i to |
|-----------|-----|-----------|-----|--------|----------|-------|------------|---------|-----|------|
| advise | the | principal | of | any | pronour | ıced | divergenc | e from | it | ob- |
| served | dur | ing emplo | um | ent | | | | | | |

......Principal P. S.....



Photograph loaned by department of supplies

Handling of Supplies

- 1—Samples of goods submitted with successful contractor's bid are retained and compared with supplies delivered
- 2—All coal is weighed at school buildings under supervision of school board inspectors—maximum weight, lowest contract price, installation of most efficient heating equipment in schools—resulted in a net decrease of over half a million dollars in the school fuel bill during 10 years. Ash cans are watched to prevent coal being thrown out that could be burned
- 3—Ink made by supply department at less than 2 cents a gallon, disinfectant for about 1 cent a gallon, ammonia at less than ½ cent a gallon
- 4-1 cent paid for 3 cent and 5 cent pencils

Annual Financial Reports

Illustrations: diagrams, photographs, explanations—numerous

Typography: exceptionally effective

Summaries: numerous, clear, graphic, comparative, per capita's, %'s

Index: fine training for indexers

For every school: following facts given, tabular set-up Area: site, building, % of site occupied by building

Year of erection of building and of additions

Details of building: class of building; number of stories; material; classrooms; sittings; capacity of classrooms; building surface; sidewalk surface; boilers; furnaces, heaters, etc.; engines, dynamos or motors; pumps; fans or blowers

Special features of buildings: as given below

Uses of building: day elementary schools; day high schools or training schools; evening elementary schools; evening high schools; lectures; vacation schools; vacation playgrounds; evening playgrounds; vacation baths; recreation centers

Attendance: 10 classifications of activities showing aggregate or daily average

Accumulated cost of plant: site; building; equipment; total

Annual cost of physical maintenance: repairs, etc.; sanitary; heating; electric; furniture; pianos; fire alarms; total cost

Annual cost of operation: compensation of janitor; heat, light and power, hall of board of education; supplies for janitor; fuel; water; total

SPECIAL FEATURES OF

| BUILDING | | | | | | | | |
|--|----------------|-----------------|-------|----------------------------------|---------------|----------------|---------------|--------------|
| Gymnasiums or rooms equipped with gym. app. | assembly rooms | Roofplaygrounds | Baths | Laboratories or science rooms | Cooking rooms | Workshops, etc | Kindergartens | Sewing rooms |

Division Report: Elementary Schools

New features
Criticism of school results
Ability tests by employers—self-correction
Value of the department store test
Influence of examiner [on pupils]

Guesses and results—variations in schools

The knack and the pleasure

Interest and drill—exhibitions of ability

Use of the criticisms of the year

What a Brooklyn graduate should be—suggestions from various sources

What a school and a principal are for—analyses of human products. Working by plan

The science of supervision—underlying principles

Ideals and revisions—efficiency standards—periodic inspections. Rating a principal. Judgment of results

Instances of efficient organization

Principals: obedience and originality

Where a principal ought to be

"The principal's morning freshness ought to go into the inspiration of his staff to high grade work, into observation and supervision, not into office detail"

Reduction of clerical work

Cheering the principal

Efficiency records of graduates

Efficiency records of teachers

Efficiency rewards—discipline of staff

Costs—schoolmaster's isolation from financial policies

Summary of recommendations

Experiments under Way

Junior high school: grades 7 and 8 and four years of high school; high school teachers

7, 8 grades and first year high school: in two years; elementary teachers

Cooperative classes: part shop or business, part school

Gary plan: see several official reports

Ettinger-prevocational: double session plan

Other duplicate session plans

Practice teaching: by students of education from Teachers College in public school classes

Hygiene syllabus

Concentration of medical supervision, including health department, nurses and physicians, under direction of department of physical training in selected districts

20 weeks work in 10: see page 73



Loaned by prevocational school EX-SECRETARY CORTELYOU (HOST): BUSINESS TALK

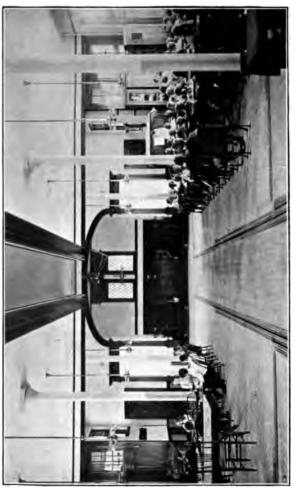
- Commercial work in first year high to encourage children to go to high school rather than private business college until they have tried themselves on advanced work
- Two terms in foreign language in one term: of 33 high school pupils 33 succeeded—to "check waste in training brightest pupils through not keeping them at full intellectual stretch during their course"
- Numerous experiments in course of study and in supervision which it is hoped the next annual report of the city superintendent will list

By one district superintendent

- 1—Types of error made in the various fundamental operations by children in grades, 4a through 8b:

 This test was conducted by giving the same problem to each class and then tabulating the types of error made. In all there were over 20,000 children experimented on and the results are expressed in percentile form graphs
- 2—Answers given by children in the regular examinations at the end of the term in arithmetic, English, history, geography: As a result of this study we are able to discover which of the topics examined upon are beyond the powers of the children, either by reason of the difficulty in the course of study, inefficiency of the teacher or inability of the child. Results expressed in percentile form graphs
- 3—Analysis of the course of study in arithmetic showing how the various topics are articulated from grade to grade: A form or plan was arranged for the various grades showing how drill on review and on new work may be made to center around one topic which in its turn articulates into the work of the form. Results are being charted





Finding Jobs for Grammar Pupils

Every one of 70 graduates engaged by graduation day: 48 two weeks before



New vocational school's first graduates, 1916: 31 of 32 immediately placed at \$6 to \$10 weekly; 1 is going to higher school

One settlement house: investigated problem of unemployed children; concluded that sending child into industries undirected and unsupervised is best method of producing moral and physical wrecks; met the problem by establishing employment bureau with follow-up

Card filled out for graduates in February and June at the school

Those going to work are invited to call at the settlement for help in getting work

A couple of months later all are visited in their homes or places of employment and a careful record kept of what they are doing

Cases that seem to need it are followed up from that time

Boys and girls who are placed by the settlement are followed up in their homes and places of business. Nobody is sent to an uninvestigated position

Some non-graduates are followed up as well

The time of about four paid workers and some volunteers is taken

Records are on file for over 1,400 children

Placement of High and Trade School Graduates

All graduates employed: 30 requests could not be filled

Employment bureau: maintained by school, places graduates

Time one teacher: employed in placement and "followup work"

Record kept: of each student placed

Points of failure: reported to school departments responsible

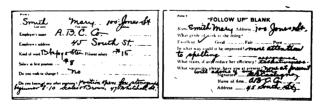
Hygienic requirements: before recommendation, teeth good condition, glasses if needed, habits of personal neatness

Help provided: for students financially unable to meet hygienic requirements

Better positions: secured for 382 former graduates

Follow-up: school keeps in touch with all students, placed

MADE OUT BY EMPLOYEE MADE OUT BY EMPLOYER



Conduct records: unethical acts listed on cards and filed, used in determining placement

Various modifications of above plan are found in high schools

113

Continuation Classes: Daytime

Factories, stores and hotels: centers for teaching

Teachers furnished: by board of education

Basis for work: largely suggestions by employers

Time and equipment: furnished by employers

Night workers: provided with day classes; 50 bakers

working nights attend afternoon class, etc

All summer: classes carried financially by employers

Trade classes: for improvement in trades, also academic subjects



Photograph loaned by private factory
FACTORY WORK ROOM



Photograph loaned by private factory FACTORY SCHOOL ROOM

The manufacturer has kept careful records to see "whether education pays". He finds that operators who attend factory school—public teacher—increase in earning power more rapidly than those not attending school. He has charted comparisons



Cut loaned by board of education

Continuation Classes: Evening

174,978: enrollment one year

Subjects: elementary, high, commercial, and industrial

Foreigners: special classes, English and civics

Work done, one year: in high schools—5,928 garments. 1,543 hat frames; 2,553 hats, caps, bonnets; 385 hats renovated

Special courses: for teachers; civil service

Police procedure and practice: course planned in cooperation with police department; 300 enrolled in one school; summer extension work

After-hour College Work for City Employees

In the Municipal Building; 1915-1916
—the second year—courses have
been given by the tax supported
city college and a privately supported university

Tuition: \$5 to \$20 **Hours:** 30 to 175

Subjects include: engineering, 26 phases; electricity; English composition; secretarial duties; cost accounting; public speaking; municipal sociology; philanthropy



Out-of-work classes

Department of Education
Extension Rooms for Industrial Workers
49 Lafayette Street
New York

Here's a Chance for You to Learn Something New During Your Slack Season

> Department of Education The City of New York

Trade Extension Rooms For Industrial Workers 49 Lafayette Street, 9th Floor

ARE YOU ADDING TO YOUR MEASURE OF
E F F I C I E N C Y
DURING UNEMPLOYMENT?
THE CITY MAINTAINS
F R E E C L A S S E S
FOR SECRETARIES, CLERKS
AND STENOGRAPHERS
BOTH MEN AND WOMEN ARE ADMITTED

BOTH MEN AND WOMEN ARE ADMITTED
EXTENSION ROOMS FOR COMMERCIAL WORKERS
49 LAFAYETTE STREET

COOPERATION WITH EMPLOYMENT AGENCIES
Applicants for positions sent to Trade Extension Rooms for testin
and additional training while waiting

Recreation, Vacation Schools and Playgrounds Division Report

Social and recreation centers

Schools for social service Care of buildings Improvements to be desired Outside cooperation Volunteer workers rewarded

Hours of session Study rooms Clubs Athletic meet and dance Center journalism

Varied occupations of attendants Music in the centers Greenwich Village carnival Quiet game room and library Self-support in centers

Paid activities
Moving pictures
Mixed dancing classes
New Year's Eve celebration
Distinguished visitors
Social uplift

City flag celebration

Vacation schools

Opportunity classes Functions of opportunity classes

Vacation playgrounds

Distribution of playgrounds Self-government encouraged Safe and sane Fourth of July Music in the playgrounds Quiet game rooms

"Safety first"
Historical excursions
Tournaments and exhibitions
"Spelling relay team" contests

Mothers and babies playgrounds

Sand play Supplies Teachers in charge Story telling Occupation activities Occupation period

shower baths

"A University for the People"

City charter: authorizes "free lectures and courses of instruction" under board of education

Press notices in advance: extensive, weekly

4,298 audiences: 168 centers, 1915-16, for lectures, organ recitals, etc

Illustrated report: 126 pages

Of lecturers, 87 without fee, including city officers

28 private halls used

Examinations given: in American history, electrical engineering, first aid to the injured

315 motion picture talks: by 73 lecturers; 15 centers

Public library cooperated: set aside books and helped reading clubs

Typical municipal topics

New York City schools How our taxes are spent Weights and measures and trade practices Health and cleanliness; fly extermination; tuberculosis

The New York tax department

The tenement and the child

Crime prevention program of the city administra-

Fire prevention in the home and factory City parks and their use

Typical social topics

Low wages in New York
Expenditure of leisure time in New York
Plan for the future growth of New York
The formation of public opinion in New York
The heritage of the immigrant
A day in the children's court
The psychology of youth and its relation to sex life
and sex instruction

In Italian, Yiddish, German: extension courses; civics; literary; historical; scientific; industrial; hygienic; music; art

The School as Community Center

- Illustrations are as varied as needs; only less known phases are noted here
- Community service league: organized, including social and welfare bodies, mothers' clubs, and official agencies cooperating with eight schools
- Baby health manual: issued by health department, distributed by schools
- **3chool Health Notes:** issued by health department weekly, contributed and circulated by schools
- 3aby shows and better-baby contests: in one school 100 babies examined and weighed weekly in summer of 1915; 350 entries for baby show; after several babies were excluded because of mosquito bites, many fathers that night screened windows
- **3aby medical station:** with health department physician and nurse for daily consultation, home visiting, and weekly classes of mothers; summer station became all-year station



Photograph loaned by elementary school

| | BABY, S | TATION | | | |
|---|----------|-------------------|--------|--|--|
| EXTENS | SION ASS | OCIATION P. | s. | | |
| NAME adelina Ceriello ADDRESS 178 Elizabeth Chut | | | | | |
| ADDRESS | mo | elizateth utis | . enu- | | |
| DATE | LB OZ | DATE | LB OZ | | |
| may 1 | 6 22 5 | aug. 17 | 7 21 7 | | |
| May 2 | 6-22 5 | adg.2 | 4 22 1 | | |
| Julne 1 | 1 22 9 | ady.s | 22 6 | | |
| June 1 | F 22 10 | dege | | | |
| June | | | | | |
| | | | | | |

Milk for babies: sold below cost or given free where poverty justified, sale of peanuts by pupils making up deficit; similarly by contribution and entertainments by school and mothers' club, money is raised for free school lunches and home necessities, clothing, shoes, dental attention, etc



BABY WEEK DEMONSTRATION

School baths: open to neighborhood in summer

Profits from community parties: moving picture shows,
concerts, etc purchased baseball suits for school
team and a moving picture machine

Mosquito day: schools and board of education cooperate on a campaign of extermination. Leaflets distributed and danger to health from mosquito made the subject for oral and illustrated written composition. Schools in outlying districts assumed the responsibility of keeping waters in nearby swamps coated with kerosene; all made war upon uncovered rain barrels and other water catching receptacles

Complaint bureau for neighborhood: violations of law as to sanitation of tenements or neighborhood nuisances may be reported. Boys write to proper officials, under supervision of English teacher

High school: equipped for loan exhibits—for public and other schools—from zoo and Metropolitan Museum of Art; other schools, art societies, etc

Self-supporting recreation activities: moving pictures at five cents for neighborhood; mixed dancing for young men and women; clubs for games, etc

Lectures in foreign languages

Italian girls help Italian Red Cross

Athletic fields: used for evening parties, musicals, dramatics, stereopticon talks

Neighborhood playgrounds: secured

School orchestra: plays for neighborhood parties

Music recitals: the principal, who is an accomplished musician, gives to the neighborhood piano recitals on the works of the various composers. A short sketch of the life of each is given and characteristics of his work are explained—attendance is voluntary



Schools Seek and Give Cooperation

Interlacing of schools: is frequent

With other city departments, museums, libraries, etc With social settlements and investigating agencies With School Art League With college of education With churches (on trial) With business men neighbors With hospitals and dispensaries With opticians, oculists, dentists With distant factories and stores With newspapers and magazines With School Lunch Committee With relief agencies and children's institutions

Interlacers for schools: include

The school system Individual school commissioners Local school board members Superintendents Business officers Individual principals Individual teachers Organizations of principals and of teachers Pupil organizations Parent associations

Cooperation is initiated: sometimes by outside agencies-e. g. joint meeting of printing teachers association, employers and men in the trade

Police recruit school reorganized: at request of police department board of education helped analyse and reorganize

Example of cooperation: with police department: election day bonfires in New York are the custom—a costly custom, too, as fires built on asphalt destroy the pavement. Here is the campaign of one school to prevent fires in a negro district where there had been much trouble from this source

Fire Prevention Pledge

We, the pupils of Class —, pledge ourselves not to gather wood for Election Day fires, and not to build fires on that day. We will notify the police concerning wood that has been gathered, and will use our influence to prevent other boys from building bonfires

Respectfully yours

Class Secretary

Class President

Reports were turned in by each pupil fire guard assigned to a precinct—e. g.

Nov. 1, 1915

Special Report-Election Day Fire Prevention

Name of officer,, address, Class

I—I am happy to report no fires in my precinct

II—I regret to report fire in front of house No. 60
III—I took the following steps to prevent fire, gathering of wood, etc

State whether you notified police, etc.

In front of No. 60 I told the cop

This report will be called for Wednesday, Nov. 2, at 10 A. M., in your class room

One result: letter from borough president to school principal:

I am very much gratified to find that there were only four fires [in the neighborhood of your school], and only 12.7 square yards of asphalt pavement damaged, whereas in 1914... there were 21 fires and 77.4 square yards of pavement damaged

"Social Work" by Teachers

- Individual guidance: teachers volunteer to take under their personal supervision a child who requires special influence and individual guidance. Each week the pupil reports to the teacher to whom he is assigned. He brings with him from his class teacher a card on which is recorded his class standing in both deportment and work
- Home visiting: if high school pupils are reported as having dropped out of school they are followed up immediately. Teachers who volunteer for this purpose call at homes. A loan from the relief fund is proffered where need for money is the cause of leaving. Every pressure is brought to bear upon parent to allow child to return. Committee of teachers is held responsible for securing return
- Relief work: elementary teachers give extensive relief in sections where relief is not organized; and cooperate extensively with central relief agencies. For instance, one school's work during one year included:

Part of relief work done in one school

- 1-Providing daily lunches to the poorest of the pupils
- 2--Providing about 25 families each with a large bag of coal
- 3--Providing families with food
- 4--Clothing pupils and entire families throughout the year
- 5—Arranging with various organizations to prevent dozens of families being dispossessed
- 6--Cooperating with the school nurse and doctor, children's medicines purchased, glass eyes, braces, and eye-glasses furnished
- 7—Arranging with various organizations to relieve general poverty
- 8—Arranging to send the poorest and sickliest of our children to the country or seashore during the summer. In some cases, mothers accompany children
- 9—Sending over 300 large bundles of clothing to the Bundle Day Committee. The small bundles collected among the children were made into larger bundles
- 10 Sending several large bundles to charity organizations in the immediate vicinity
- 11-Placing a few persons at work
- 12—Arranging to supply medical treatment, hospital accommodations, etc, to parents who otherwise might not have received same

Significant Omissions: Contributions Invited

Many activities could not be observed for want of time: visitors went to schools to which specially referred or invited; but few official documents could be studied

Headquarters activities are conspicuously under-listed:
superintendent's office, including notable advances
in the statistical division; examining office; associate
superintendent's offices; supervision of special subjects and of ungraded classes; building department; economies and improvements in handling
supplies; attendance department; board of education committees

Helpful methods of supervising are barely touched upon

Helpful devices and records are barely sampled

Organizations of teachers and principals—by school, by district, by borough, by subject, by sex, by special interest—here made notable contributions

School journalism and publicity is an important factor, including use of newspapers and magazines

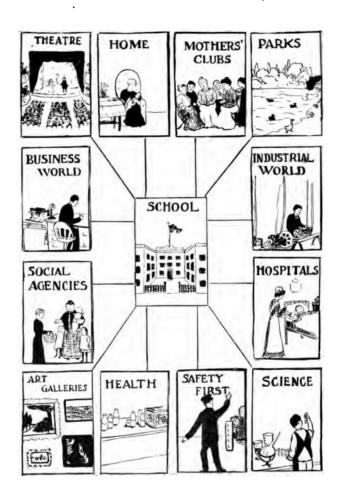
Text-books prepared include many advances

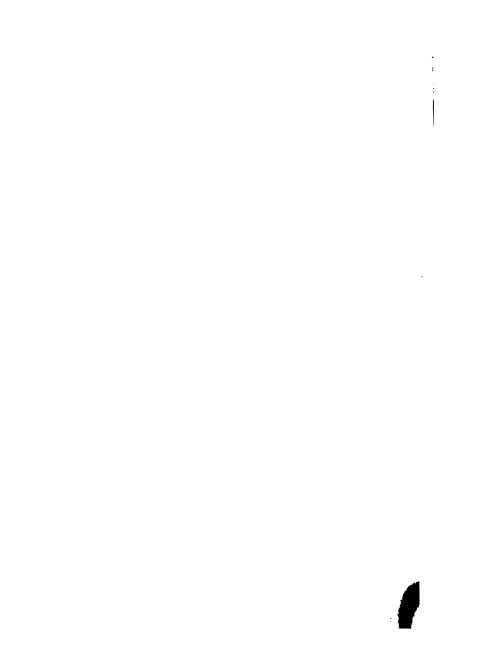
Study for advanced degrees has phases and results which merit emphasis

Finally, the broad foundations of which these high spots are the symptoms not the secret could not be described: evidences not principles are cited

Will readers send word of other high spots in New York or other schools to Institute for Public Service, 51 Chambers St., N. Y. City?







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